

**UNIVERSITY SENATE AGENDA**  
**EBERLY AUDITORIUM**

March 7, 2017  
3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from the February 7, 2017 Senate Meeting.
- B. Approval of current agenda items and order.

**Reports and Announcements**

**Appendix**

**Page(s)**

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Vice Chairperson Nicholas

**Standing Committee Reports**

**Chairperson**

- |   |                                       |   |       |
|---|---------------------------------------|---|-------|
| A. Rules Committee                                    | Korns                                 |   |       |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Clewell                      | A | 2-22  |
| C. University-Wide Curriculum Committees              | Sechrist/Clewell<br>and Moore/Frenzel | B | 23    |
| C. University-Wide Graduate Committee                 | Moore/Frenzel                         | C | 24-44 |
| D. Research Committee                                 | Sciulli                               | D | 45    |
| E. Student Affairs Committee                          | Stocker                               | E | 46-50 |
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| G. Academic Affairs Committee                         | Dugan/ Witthöft                       |   |       |
| H. Awards Committee                                   | Lipinski                              |   |       |
| I. Noncredit Committee                                | O'Neil                                | G | 52-54 |
| J. Library and Education Services Committee           | McLaughlin                            | H | 55-58 |

**Senate Representative Reports**

**Representative**

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| A. University Planning Council                  | Stocker |   |       |
| B. Presidential Athletic Advisory Council       | Castle  | I | 59-60 |
| C. Academic Computing Policy Advisory Committee | Schaney |   |       |
| D. University Budget Advisory Committee         | Soni    |   |       |

**New Business**

**Adjournment**

**Appendix A**  
**University-Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and Clewell**

**FOR INFORMATION:**

**1. Distance Education Courses**

The following courses were approved by the UWUCC to be offered as distance education courses:

- **NURS 311 Introduction to Nursing Informatics**
- **COMM 143 Media Wellness**
- **CDFR 427 Administration of Human Service Programs**
- **ACCT 461 Accounting Systems**
- **PSYC 388 Forensic Psychology**
- **LIBR 152 Information Issues and Resources for the Health Sciences**

**2. Department of Kinesiology and Sport Science—Course Number Change**

At the November 2016 meeting we approved KHSS 145 Foundations of Exercise Science as a new course. After Senate the Registrar's Office informed us that 145 was still in use with an old active course that has not been taught since before 1990. The number 146 is an open number so the number has been changed to 146.

**FOR ACTION:**

**1. Department of Professional Studies—Program Revision, Program Catalog Description Change, and Course Revision**

**a. Course Revision**

**Current Catalog Description:**

**ECED 425 Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners** **3c-0l-3cr**

**Prerequisite:** ECED 351

Emphasizes the art of communication as an interrelated process. The task of the early childhood teacher is to develop and integrate the language arts throughout the curriculum. Techniques for teaching and assessing developmentally-appropriate oral and written communication, spelling, handwriting, and vocabulary are presented. Special emphasis is given to developmental writing approaches. (writing intensive course)

**Proposed Catalog Description:**

**ECED 425 Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners** **2.5c-0l-2.5cr**

**Prerequisite:** ECED 351

Emphasizes the art of communication as an interrelated process. The task of the early childhood teacher is to develop and integrate the language arts throughout the curriculum. Presents techniques for teaching and assessing developmentally-appropriate oral and written communication, spelling, and handwriting. Emphasizes developmental writing approaches. This course is writing intensive.

**Rationale:** In order to reduce the Early Childhood Education program credits as required by PaSSHE, this course is being reduced from 3 credits to 2.5 credits. Content that is taught in ECED 351 Literacy for the Emergent Reader-PreK-Grade 1 Learners (emergent literacy) and both ECED 351 and ECED 451 Literacy for the Developing Reader-Grade 2-4 Learners (vocabulary) will be eliminated in this course in order to reduce the content.

**b. Course Prerequisite Changes:**

**i. Current Course Title and Prerequisites**

**ECED 200 Introduction to Early Childhood Education** **3c-0l-3cr**

**Prerequisite:** Early childhood education/special education majors

**Proposed Course Title and Prerequisites:**

**ECED 200 Introduction to Early Childhood Education** **3c-0l-3cr**

**Prerequisite:** Early childhood education/special education majors or early childhood education majors

**ii. Current Course Title and Prerequisites:**

**ECED 250 Language Development** **3c-0l-3cr**

**Prerequisites:** Early childhood education/special education major

**Proposed Prerequisites:**

**ECED 250 Language Development** **3c-0l-3cr**

**Prerequisites:** Early childhood education/special education major or early childhood education major

**iii. Current Course Title and Prerequisites:**

**ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners** **3c-0l-3cr**

**Prerequisites:** Early childhood education/special education major, admission to Teacher Education Step 1

**Proposed Prerequisites:**

**ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners** **3c-0l-3cr**

**Prerequisites:** Early childhood education/special education major or early childhood education major, admission to Teacher Education Step 1

**iv. Current Course Title and Prerequisites:**

**ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major, admission to Teacher Education Step 1

**Proposed Prerequisites:**

**ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major or early childhood education major, admission to Teacher Education Step 1

**v. Current Course Title and Prerequisites:**

**ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major, admission to Teacher Education Step 1

**Proposed Prerequisites:**

**ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major or early childhood education, admission to Teacher Education Step 1

**vi. Current Course Title and Prerequisites:**

**ECED 411 Social Studies for All PreK to Grade 4 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major, admission to Teacher Education Step 1

**Proposed Prerequisites:**

**ECED 411 Social Studies for All PreK to Grade 4 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major or early childhood education major, admission to Teacher Education Step 1

**vii. Current Course Title and Prerequisites:**

**ECED 451 Literacy for the Developing Reader: Grades 2-4 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major, admission to Teacher Education Step 1

**Proposed Prerequisites:**

**ECED 451 Literacy for the Developing Reader: Grades 2-4 Learners 3c-01-3cr**

**Prerequisites:** Early childhood education/special education major or early childhood education major, admission to Teacher Education Step 1

**Rationale:** These courses are required for Early Childhood Education majors. Currently the prerequisite is only for Early Childhood Education/Special Education majors and admission to Teacher Education Step 1. Early Childhood Education majors need to be added to the prerequisites.

### c. Program Revision:

#### Current Program:

##### Bachelor of Science in Education—Early Childhood Education/Master of Education—Literacy (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43.5  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (3 of 4 required)  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**College:** 23  
**Professional Educational Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II (first placement) 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II (second placement) 1cr  
 EDUC 441 Student Teaching 10cr  
 EDUC 442 School Law 1cr

**Major:** 58  
**Required Courses:** (1, 2)  
 CDFR 310 Childhood Observation and Assessment (3, 4) 3cr  
 ECED 112 Childhood Development Birth–Age 5 3cr  
 ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 215 The Developing Child: K-4th Grade 3cr  
 ECED 220 Differentiating Literacy Instruction through Children’s Literature (4) 3cr  
 ECED 250 Language Development 3cr

#### Proposed Program:

##### Bachelor of Science in Education—Early Childhood Education/Master of Education—Literacy (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 43.5  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (3 of 4 required)  
**Social Science:** GEOG 101, 102, or 104; PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**College:** 21-24  
**Professional Educational Sequence:**  
 ACE 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
**Professional Education Sequence:**  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching (1) 9-12cr  
 EDUC 442 School Law 1cr

**Major:** 52.5  
**Required Courses:** (2, 3)  
 CDFR 310 Childhood Observation and Assessment (4, 5) 3cr  
 ECED 112 Childhood Development Birth–Age 5 3cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 215 The Developing Child: K-4th Grade 3cr  
 ECED 250 Language Development 3cr  
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr  
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr

ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr	ECED 351	Literacy for the Emergent Reader: PreK-Grade 1 Learners	3cr
ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners	3cr	ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr
ECED 351	Literacy for the Emergent Reader: PreK-Grade 1 Learners	3cr	ECED 425	Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners (5)	2.5cr
ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr	ECED 451	Literacy for the Developing Reader: Grades 2-4 Learners	3cr
ECED 425	Methods of Teaching and Assessing Language Arts: Pre-K to Grade 4 Learners (4)	3cr	ECED 499	Advocacy and Collaboration in Diverse Families and Communities	3cr
ECED 451	Literacy for the Developing Reader: Grades 2-4 Learners	3cr	ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
ECED 499	Advocacy and Collaboration in Diverse Families and Communities	3cr	EDEX 111	Introduction to Exceptional Persons Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr	EDEX 269	Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr
EDEX 111	Introduction to Exceptional Persons	3cr	EDEX 323	Instruction of English Language Learners with Special Needs (5)	2cr
EDEX 269	Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence	3cr	MATH 320	Mathematics for Early Childhood	3cr
EDEX 323	Instruction of English Language Learners with Special Needs (4)	2cr	MATH 330	Teaching Mathematics in the Elementary School	3cr
MATH 320	Mathematics for Early Childhood	3cr			
MATH 330	Teaching Mathematics in the Elementary School	3cr			
<b>Total Degree Requirements:</b>		124.5	<b>Total Degree Requirements:</b>		120

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) A 3.0 cumulative GPA is required to apply for teacher certification, register for major courses, and student teach.
  - (2) In the semester in which students earn 90+ credits, they will apply to the School of Graduate Studies and Research for Early Admittance to the MEd—Literacy/Reading Specialist Program. Students must have a minimum 3.25 GPA to apply. Students must follow the Early Admission to Graduate Program Policy. Students who are accepted will automatically become graduate students at IUP upon degree completion with a minimum 3.0 GPA, and fulfillment of criteria outlined in IUP’s Early Admission to Graduate Program Policy.
  - (3) Students must have a grade of “C” or better in PSYC 101 and CDFR 218 **or** a grade of “C” or better in PSYC 101 and ECED 112 to register for this course.
  - (4) Students who are accepted for early admission to the MEd—Literacy program take the graduate course outlined in the program’s catalog description rather than the undergraduate course listed.

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) **Students who are seeking a B.S. in Education degree only (e.g., not early admitted to the M.Ed. in Literacy program) will take 12 credits of student teaching. Students who are admitted early to the M.Ed. in Literacy program will take 9crs of student teaching and LTCY 701 for a total of 12crs.**
  - (2) A 3.0 cumulative GPA is required to apply for teacher certification, register for major courses, and student teach.
  - (3) In the semester in which students earn 90+ credits, they may apply to the School of Graduate Studies and Research for Early Admittance to the MEd—Literacy/Reading Specialist Program. Students must have a minimum 3.25 GPA to apply. Students must follow the Early Admission to Graduate Program Policy. Students who are accepted will automatically become graduate students at IUP upon degree completion with a minimum 3.0 GPA, and fulfillment of criteria outlined in IUP’s Early Admission to Graduate Program Policy.
  - (4) Students must have a grade of “C” or better in PSYC 101 and CDFR 218 **or** a grade of “C” or better in PSYC 101 and ECED 112 to register for this course.
  - (5) Students who are accepted for early admission to the MEd—Literacy program take the graduate course outlined in the program’s catalog description rather than the undergraduate course listed.

## d. Program Catalog Description Changes

### Current Catalog Description:

### **Bachelor of Science in Education—Early Childhood Education/Master of Education—Literacy—Reading Specialist**

This program, which emphasizes early childhood education and literacy, is designed to assist undergraduate students in becoming highly competent and effective teachers of children in Preschool through Grade 4. As undergraduates, students in this program meet the academic requirements for certification in Early Childhood Education and earn a bachelor of science in education degree. Students enrolled in this program have the opportunity to apply for Early Admission to the School of Graduate Studies and Research and begin taking graduate courses that apply toward the MEd—Literacy program.

Upon successful completion of the required graduate course work, candidates become certified as Reading Specialists in Kindergarten through Grade 12 and earn a master of education degree with a major in Literacy. This program prepares students to become professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.

During the semester in which they surpass 90 credits, students follow the School of Graduate Studies and Research Early Admission Policy and apply for early admittance to the MEd—Literacy/Reading Specialist program at IUP. A minimum 3.25 GPA is required to apply for early admittance to the graduate program. Once accepted for early admission to this program, students begin taking graduate courses in Literacy to work toward earning Reading Specialist Certification and a master of education degree with a major in Literacy. Acceptance into the graduate program is contingent upon the student maintaining and graduating with a 3.0 minimum GPA.

Students who are accepted for early admission into the MEd—Literacy program take the following courses as undergraduates, as long as they continue to have at least 90 credits and a minimum 3.0 GPA: LTCY 600 Foundations of Literacy Instruction (in place of ECED 220); LTCY 635 Literacy in Inclusive Classrooms (in place of EDEX 323); LTCY 644 Issues and Trends in the Language Arts (in place of ECED 425); and LTCY 701 Assessment and Acceleration (in place of CDFR 310). A minimum 3.0 GPA is required to apply for teacher certification, to take major courses in the department, student teach, graduate with the B.S.Ed. degree, and be accepted into the MEd—Literacy program.

Students automatically become graduate students upon completion of the BSEd—Early Childhood Education as long as a minimum 3.0 GPA is maintained and criteria in the Early Admissions policy are met. In the event that a student would fail to maintain the requirements of early admission to the graduate program, they may reapply when qualified to do so. Students must meet the requirements leading to teacher certification as outlined in this catalog.

### **Proposed Catalog Description:**

### **Bachelor of Science in Education—Early Childhood Education/Master of Education—Literacy—Reading Specialist**

This program, which emphasizes early childhood education and literacy, is designed to assist undergraduate students in becoming highly competent and effective teachers of children in PreK through Grade 4. As undergraduates, students in this program meet the academic requirements for certification in Early Childhood Education and earn a bachelor of science in education degree. Students enrolled in this program have the opportunity to apply for Early Admission to the School of Graduate Studies and Research and begin taking graduate courses that apply toward the MEd—Literacy program.

Upon successful completion of the required graduate course work, candidates become certified as Reading Specialists in PreK through Grade 12 and earn a master of education degree with a major in

Literacy. This program prepares students to become professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.

During the semester in which they surpass 90 credits, students follow the School of Graduate Studies and Research Early Admission Policy and apply for early admittance to the MEd—Literacy/Reading Specialist program at IUP. A minimum 3.25 GPA is required to apply for early admittance to the graduate program. Once accepted for early admission to this program, students begin taking graduate courses in Literacy to work toward earning Reading Specialist Certification and a master of education degree with a major in Literacy. Acceptance into the graduate program is contingent upon the student maintaining and graduating with a 3.0 minimum GPA.

Students who are accepted for early admission into the MEd—Literacy program take the following courses as undergraduates, as long as they continue to have at least 90 credits and a minimum 3.0 GPA: LTCY 635 Literacy in Inclusive Classrooms (in place of EDEX 323); LTCY 644 Issues and Trends in the Language Arts (in place of ECED 425); and LTCY 701 Assessment and Acceleration (in place of CDFR 310). A minimum 3.0 GPA is required to apply for teacher certification, to take major courses in the department, student teach, graduate with the BSEd degree, and be accepted into the MEd—Literacy program.

**Rationale:** The program is being revised in order to comply with PASSHE's requirement that early childhood education programs must be 120 credits. The credits in the current program are being reduced to meet this requirement. Also, for the catalog description, another change that is being made is that all references to the Reading Specialist Certification need changed to PK-12, which is what the Pennsylvania Department of Education indicates is the current grade level range for certification (rather than K-12). Finally, the word "preschool" is being replaced by "PreK" to accurately reflect the grade level for certification.

The program is also being revised to make Student Teaching 9-12 credits, rather than 10 credits. This change needs to be made in order to be consistent with the credit requirements for student teaching for other majors in our department (Early Childhood/Special Education and Middle Level Education). Furthermore, student teaching needs to be 12 credits to insure that students who are only registered for that course are considered full-time students.

## **2. Departments of Professional Studies in Education and Department of Communication Disorders, Special Education, and Disability Services—Modify Prerequisite**

### **Current Course Title and Prerequisites:**

**ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners      3c-0l-3cr**  
**Prerequisite:** Early childhood education/special education major

### **Proposed Prerequisites:**

**ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners      3c-0l-3cr**  
**Prerequisites:** Early childhood education/special education major or early childhood education major



**Rationale:** This course is currently restricted to Early Childhood Education/Special Education majors. It is a required course for Early Childhood Education majors and therefore this major needs to be added to the prerequisite.

### **3. Department of Geosciences—Prerequisite Changes, Course Title Changes, and Catalog Description Change**

#### **a. Prerequisite Changes and One Course Title Change**

##### **i. Current Title and Prerequisites:**

**GEOS 310 Environmental Geology** **3c-3l-4cr**

**Prerequisites:** Grade of C or better in GEOS 202 and 203

##### **Proposed Title and Prerequisite:**

**GEOS 310 Environmental Geology** **3c-3l-4cr**

**Prerequisites:** Grade of C or better in GEOS 203

##### **ii. Current Title and Prerequisites:**

**GEOS 352 Sedimentation and Stratigraphy** **3c-3l-4cr**

**Prerequisites:** Grade of “C” or better in GEOS 202 and 203

##### **Proposed Title and Prerequisite:**

**GEOS 352 Stratigraphy** **3c-3l-4cr**

**Prerequisite:** Grade of “C” or better in GEOS 203

**Rationale:** GEOS 352 will be renamed to reflect the course focus on stratigraphy. The name "Sedimentation and Stratigraphy" does not accurately reflect the scope of what is covered. The change will help potential employers and graduate schools to understand our students' transcripts. GEOS 202 is removed as a prerequisite from GEOS 352, for which it is no longer necessary. This will simplify sequencing of upper-level geoscience courses for majors and minors. It will also open GEOS 352 to students from majors such as geography and anthropology that take GEOS 201 but not GEOS 202.

#### **b. Catalog Description Change and Course Title Change**

##### **Current Catalog Description**

**GEOS 355 Sedimentary Petrology** **3c-3l-4cr**

**Prerequisites:** Grade of “C” or better in GEOS 202 and 301

A study of sediments and sedimentary rocks with emphasis on reconstruction of their origin, specifically depositional and post-burial history, form properties observed in outcrops, hand-specimens, and thin sections.

##### **Proposed Catalog Description:**

### **GEOS 355 Sedimentology**

**3c-3l-4cr**

**Prerequisite:** Grade of “C” or better in GEOS 301

A study of sediments and sedimentary rocks with emphasis on reconstruction of their origin, specifically depositional and post-burial history, from properties observed in outcrops, hand-specimens, and thin sections.

**Rationale:** GEOS 355 will be renamed to reflect the course focus on sedimentology. The name "Sedimentary Petrology" does not accurately reflect the scope of what is covered. The change will help potential employers and graduate schools to understand our students' transcripts. One misspelled word in the catalog description is corrected. GEOS 202 is removed as a prerequisite from GEOS 355, for which it is no longer necessary. This will simplify sequencing of upper-level geoscience courses for majors and minors. It will also open GEOS 355 to students from majors such as geography and anthropology that take GEOS 201 but not GEOS 202.

## **4. Department of Sociology—New Courses and Course Revision**

### **a. New Courses**

#### **i. SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations 3c-0l-3cr**

Studies the structure of human societies and the behavior of individual people, groups, and teams in society. Examines the relationship between individuals and societal institutions, processes, and interactions with emphasis on the ways power/status are reflected. Explores the relationship between individual identity and team dynamics as it pertains to race, gender, class, sexuality, ability, and age while relating to the methods and research findings of sociologists. Applies decision-making and problem-solving as members of a small teams working to achieve a shared objective within a larger organizational context. Designed for those seeking a minor in Effective Teamwork and Communication. Meets Social Science for Liberal Studies. SOC 151 and 161 may be substituted interchangeably for D/F repeats, but SOC 161 is required for the Effective Teamwork and Communication minor. SOC 151 and 161 may not be used for duplicate credit.

**Rationale:** This course is being proposed to facilitate the creation of a minor in Effective Teamwork and Communication. It explores the relationship between individual identity and team dynamics as it pertains to race, gender, class, sexuality, ability, and age while relating to the methods and research findings of sociologists.

#### **ii. SOC 300 Skills for Using Sociology in Your Career and Community 3c-0l-3cr**

**Prerequisite:** SOC 151 or 231

Develops a variety of skills that sociologists bring to the workplace, including research literacy, application of theory and research, and professional writing. Explores the wide range of careers and other endeavors to which these skills may be applied. Utilizes concrete activities and practical use of knowledge and skills that will aid in future coursework, and in making valuable contributions to organizations in the public, private, and non-profit sectors.

**Rationale:** The class enables students to explore career options that are available to them after graduation. It also provides students with the opportunity to develop and practice skills

they will use in their future careers. Developing a portfolio where they can showcase their writing and research abilities provides them with something tangible that they can share with potential employers.

## **b. Course Revision**

### **Current Catalog Description:**

#### **SOC 251 Sociology of Human Sexuality**

**3c-01-3cr**

An in-depth analysis of a formerly taboo topic, human sexuality. Current information from biological, psychological, and sociological research on human relationships is presented to provide a foundation for self-understanding and societal values.

### **Proposed Catalog Description:**

#### **SOC 251 Sociology of Human Sexuality**

**3c-01-3cr**

An in-depth analysis of a formerly taboo topic, human sexuality. Current information from biological, psychological, and sociological research on human relationships is presented to provide a foundation for self-understanding and societal values.

**Rationale:** The proposed revision would make SOC 251 Sociology of Human Sexuality a Liberal Studies Elective course. The course meets the requirements for designation as a liberal studies elective already and adding this designation would make it easier for students across the campus to fit this course into their study plan.

## **5. Effective Teamwork and Communication Minor—Course Revision, Catalog Description Change and Number Change**

### **Current Catalog Description:**

#### **LDSP 300 Foundations of Leadership**

**3c-01-3cr**

A basic introduction to leadership by focusing on what it means to be a good leader. Emphasis is on the practice of leadership. Examines topics such as the definition and nature of leadership, modern leadership theories, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Special attention is given to helping students understand and improve their own leadership performance.

### **Proposed Catalog Description:**

#### **LDSP 361 Foundations of Leadership**

**3c-01-3cr**

Introduces leadership by focusing on what it means to be a good leader and explores the practice and interplay of leadership with effective teamwork and communication. Examines topics such as the definition and nature of leadership, modern leadership theories, recognizing leadership/team traits, developing leadership/team skills, creating a vision, setting the tone, listening to team and out-group members, handling conflict, overcoming obstacles, and

addressing ethics in leadership. Special attention is given to helping students understand and improve their own leadership performance.

**Rationale:** This course will be one of the core courses used in the Effective Teamwork and Communication Minor. The catalog description, course objectives, and course outline have been updated to also emphasize the connections of teamwork and communication in leadership.

## **6. Department of Biology—New Courses and Program Revision**

### **a. New Courses:**

#### **i. BIOL 205 Ecological Methods**

**2c-2l-3cr**

Introduces the standard approaches for hypothesis testing in biological research, including experimental design, data collection, and data analysis. Emphasizes the analysis and interpretation of ecological data sets. Computer instruction focuses on software programs commonly used for biological data analysis.

**Rationale:** This course is intended as a required course for students in the Biology BS - Ecology, Conservation, and Environmental Biology (ECEB) Track. Currently, ECEB students are not adequately prepared to design experiments or to analyze and interpret data in ecological research. In many upper level ecology courses, students are unable to design experiments appropriate for certain statistical tests and are unfamiliar with the statistical analysis software. This course will develop the necessary experimental design and data analysis skills that students will use in their upper level courses. Thus, BIOL 205 will shift the focus from exposing students to ecological statistics to developing more sophisticated research design and analysis.

#### **ii. BIOL 431 Ichthyology**

**3c-3l-3cr**

**Prerequisite:** BIOL 220 or instructor permission

Introduces the biology, taxonomy, natural history, and conservation of freshwater and marine fishes. Examines the morphological and physiological adaptations that have allowed fish, the most diverse group of vertebrates, to thrive across a wide array of environments throughout the globe. Lab emphasizes field collection and identification of fish found in Pennsylvania and the Great Lakes region, but select representatives from other families are also covered. Critically evaluates published scientific papers related to fish biology, physiology, and evolution.

**Rationale:** This course has been successfully offered as BIOL 481/581 Special Topics: Ichthyology. The Biology Department would like to convert the proposed course to a permanent offering that will serve as a controlled elective for students majoring in Biology BA, BS, and BS - Ecology, Conservation, and Environmental Biology Track. The course proposal includes a significant writing component intended to better train students in scientific writing. The laboratory will introduce students to techniques used in aquatic

environmental management field. As such, this courses supports both the departmental and university strategic plans to better prepare IUP students for success.

## **7. Department of Communications Media—New Courses and Course Prerequisite Modifications**

### **a. New Courses**

#### **i. COMM 143 Media Wellness**

**3c-0l-3cr**

Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content.

**Rationale:** The course is proposed as a Dimensions of Wellness option due to the pervasive nature of digital media and its impact on media users. Quite literally thousands of studies have been done on how the use (or over use) of media affects physical, emotion, social and psychological wellness of users of media, with both positive and negative consequences. The course is designed to help students to assess their media use and make mindful choices about media consumption.

#### **ii. COMM 261 Teamwork and Communication Skills for College and Career 3c-0l-3cr**

Focuses on developing teamwork and communication skills for the presentation of career-oriented, technically rich information. Applies foundational theories of communication and the rhetoric of public communication and use that understanding to present academic research, data and technical information orally and in written form. Prepares students to engage audiences, frame and present arguments, and develop the ability to present their topic and its significance in technical and non-technical settings. Explores different types of presentation situations including team oral presentations, team written reports, poster session presentations, platform presentations, symposia, and panel discussions. Prepares students to produce appropriate media to supplement their presentations. Presentations will be video recorded for individual, peer and instructor evaluation.

**Rationale:** This course is intended for inclusion in the Effective Teamwork and Communication minor, designed to meet specific student learning outcomes related to communication skills necessary for teamwork.

### **b. Course Prerequisite Modifications**

#### **i. Current Title and Prerequisites:**

##### **COMM 249 Basic Audio Recording Techniques**

**3c-0l-3cr**

**Prerequisites:** COMM 101 or JRNL 105, communications media major or minor, popular music studies certificate or digital history certificate enrollment or permission

##### **Proposed Prerequisites:**

**COMM 249 Basic Audio Recording Techniques** **3c-0l-3cr**

**Prerequisite:** COMM 101 or JRNL 105, communications media major or minor, popular music studies certificate, audio production certificate or digital history certificate enrollment or permission

**Rationale:** The prerequisites are revised to include students who are not Communications Media majors but are enrolled in the newly approved Certificate in Audio Production.

**ii. Current Title and Prerequisites:**

**COMM 271 Beginning Photography** **3c-0l-3cr**

**Prerequisite:** COMM 101 or JRNL 105, communications media major or minor, photography and digital imaging certificate or digital history certificate enrollment or permission

**Proposed Prerequisites:**

**COMM 271 Beginning Photography** **3c-0l-3cr**

**Prerequisites:** COMM 101 or JRNL 105, communications media major or minor, interior design major, photography and digital imaging certificate or digital history certificate enrollment or permission

**Rationale:** The prerequisites for COMM 271 are revised to include Interior Design. COMM 271 was previously approved as an elective for students in this program. With our current prerequisites, INDS majors are not able to enroll without override permissions.

**iii. Current Title and Prerequisites:**

**COMM 306 2-D Digital Game Development** **3c-0l-3cr**

**Prerequisite:** COMM 150, any COMM production course or instructor permission

**Proposed Prerequisite:**

**COMM 306 2-D Digital Game Development** **3c-0l-3cr**

**Prerequisite:** COMM 206

**Rationale:** The prerequisite is revised to add the recently approved new course, COMM 206 History and Theory of Games, as the only prerequisite. COMM 150 is the prerequisite for COMM 206 so is no longer needed on this list. Additionally, the requirement of "any COMM production course or instructor permission" is removed as this is unnecessarily restrictive and creates registration issues for students. Students who have completed COMM 206 will have sufficient background to take COMM 306.

**iv. Current Title and Prerequisites:**

**COMM 348 Animation** **3c-0l-3cr**

**Prerequisite:** COMM 150, any communications media production course or instructor permission

**Proposed Prerequisite:**

**COMM 348 Animation** **3c-0l-3cr**  
**Prerequisite:** COMM 150

**Rationale:** The prerequisite is revised to have COMM 150 as the only prerequisite for this course. The requirement of "any COMM production course or instructor permission" is removed as this is unnecessarily restrictive and creates registration issues for students. After taking COMM 150 students will have sufficient background for COMM 348.

**v. Current Title and Prerequisites:**

**COMM 349 Radio Production** **3c-0l-3cr**  
**Prerequisite:** COMM 101 or JRNL 105; communications media major or minor or permission

**Proposed Prerequisite:**

**COMM 349 Radio Production** **3c-0l-3cr**  
**Prerequisite:** COMM 101 or JRNL 105; communications media major or minor, audio production certificate enrollment or permission

**Rationale:** The course prerequisite is revised to include enrollment in the newly approved Certificate in Audio Production. COMM 349 is a required course in this certificate.

**vi. Current Title and Prerequisites:**

**COMM 406 3-D Game and Simulation Design and Development** **3c-0l-3cr**  
**Prerequisite:** Junior standing or instructor permission

**Proposed Prerequisite:**

**COMM 406 3-D Game and Simulation Design and Development** **3c-0l-3cr**  
**Prerequisite:** COMM 348

**vii. Current Title and Prerequisites:**

**COMM 446 3-D Modeling and Animation for Games and Simulations** **3c-0l-3cr**  
**Prerequisite:** Junior standing or instructor permission

**Proposed Prerequisite:**

**COMM 446 3-D Modeling and Animation for Games and Simulations** **3c-0l-3cr**  
**Prerequisite:** COMM 348

**Rationale:** The prerequisite of COMM 348 more appropriately prepares students for these upper level courses. Junior standing is deleted because students enrolling in COMM 406 or 446 will, by default, be upper level students after they have completed the sequence of prerequisites, COMM 150 (the prerequisite for COMM 348) and COMM 348.

## 8. Asian Studies Program and Department of History—New Course

### **ASIA 106 Samurai and Gongfu Heroes: Masculinity in East Asia** **3c-01-3cr**

Explores what it means to be a man, from the *haohan* of China to the Men of High Purpose of Japan and beyond. Analyses stories, films and official histories that have encouraged Chinese and Japanese people to emulate the great heroes of the past and how these people and their stories have been re-used in modern Asia.

### **HIST 106 Samurai and Gongfu Heroes: Masculinity in East Asia** **3c-01-3cr**

Explores what it means to be a man, from the *haohan* of China to the Men of High Purpose of Japan and beyond. Analyses stories, films and official histories that have encouraged Chinese and Japanese people to emulate the great heroes of the past and how these people and their stories have been re-used in modern Asia.

**Rationale:** Provides an introductory level course on East Asian ideas of identity about gender. The course will be added to the list of courses that count for Asian Studies credit. The course will also count for Women's and Gender Studies credit.

## 9. Department of Nursing and Allied Health Professions—New Course

### **NURS 311 Introduction to Nursing Informatics** **2c-01-2cr**

**Prerequisite:** NURS 211, 212, 213, 214, 236

Introduces students to basic nursing informatics for the purpose of role development of the emerging contemporary nurse. Incorporates concepts of metastructures and tools used in the workflow process. Examines legislative, cultural, and safety aspects. Discusses current and future applications emerging from the science of informatics.

**Rationale:** This course is being proposed to provide students with an elective that fills a current gap in the curriculum. Informatics is becoming an integral part of the health care arena. This course will provide the students with an introduction to the use and importance of informatics in healthcare.

## 10. Eberly College of Business and Information Technology—Program Revisions

<b>Current Program:</b>	<b>Proposed Program:</b>
<b>Liberal Studies:</b> As outlined in Liberal Studies section 49-50 with the following specifications: <b>Mathematics:</b> MATH 115 (1) <b>Social Science:</b> ECON 121, PSYC 101 <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 (2), no courses with MGMT prefix	<b>Liberal Studies:</b> As outlined in Liberal Studies section 49-50 with the following specifications: <b>Mathematics:</b> MATH 115 (1) <b>Social Science:</b> ECON 121, PSYC 101 <b>Liberal Studies Electives:</b> 9cr, COSC/IFMG 101 or IFMG 110 (2), ECON 122, MATH 214 (3), no courses



	with MGMT prefix
(1) MATH 115 or 121 or 125. (2) MATH 214 or 216 or 217. (3) A student may choose to fulfill the 6cr requirements through one or more internship(s).	(1) MATH 115 or 121 or 125 (2) IFMG110 cannot be used as a D/F repeat for COSC/IFMG 101 (3) MATH 214 or 216 or 217. (4) A student may choose to fulfill the 6cr requirements through one or more internship(s).

**Rationale:** Changing the liberal studies electives from BTED/COSC/IFMG 101 to COSC/IFMG 101 or IFMG 110. BTED 101 was moved out of Eberly and it is not in the undergraduate catalog, thus it is omitted in the revised list. This update is requested on behalf of all programs in the Eberly College of Business. All Eberly departments expressed interest in the new IFMG 110 and wanted to give an option to their students to take this course per their requirements for the liberal study in the information literacy courses. We are submitting this request for one program but other programs have asked to make the same change as well. Attached is a document that shows letter of support from the departments that want to make this change. Note: IFMG110 cannot be used as a D/F repeat for COSC/IFMG 101. **This may require the renumbering of other footnotes in these programs.**

The following programs requested the update: Bachelor of Science—Management/General Management Track; Bachelor of Science—Management/Energy Accounting and Finance Track; Bachelor of Science—Management/Energy Management Track; Bachelor of Science—Management/Entrepreneurship and Small Business Management Track; Bachelor of Science—Management/Operations Management Track; Bachelor of Science—Management/Professional Land Resource Management Track; Bachelor of Science—Human Resource Management; Bachelor of Science—International Business; Bachelor of Science-Accounting; Bachelor of Science--Finance; Bachelor of Science—Marketing; Bachelor of Science – Management Information Systems/Information Systems Track; Bachelor of Science – Management Information Systems/Information Technology Track.

## **11. Department of Communication Disorders, Special Education, and Disability Services— New Courses**

### **a. DISB 201 Customized Employment: Disability Awareness 3c-0l-3cr**

Provides a historical perspective and stereotypical treatment of persons with disabilities, the impact of community integration and empowered living for persons with disabilities, the capabilities and challenges faced by persons with various disabilities. Also considers how current issues such as health care, housing, Social Security and employment have on the lives of persons with disabilities.

### **b. DISB 302 Customized Employment: Service Coordination 3c-0l-3cr** **Prerequisite:** DISB 201

Provides an overview of the Intellectual and Developmental Disability Service System, consumer controlled services and available waivers for persons with disabilities. Also makes the distinction between supported employment and customized employment and the supports available in print, via the Intellectual and Developmental Disability Service System agencies and legislation.

**c. DISB 403 Customized Employment: Assessment and Job Development      3c-01-3cr**  
**Prerequisite:** DISB 302

Provides a holistic approach to providing job coach services in community setting. Content emphasizes understanding the processes involved in bringing a consumer through the Vocational / Transition Assessment process, developing and analyzing potential jobs based on consumer assessment data, the development and implementation of accommodations for consumers with behavioral/psychiatric disorders as well as the impact the American with Disabilities Act has on the provision of Job Coaching services.

**d. DISB 404 Customized Employment: Systematic Instruction and Fading      3c-01-3cr**  
**Prerequisite:** DISB 403

Provides a holistic approach to providing job coach services in community setting. Content emphasizes understanding the three essential components of systematic instruction, the development and implementation of instructional programs that include comprehensive fading and follow-up plans and the collection, graphing and analysis of the assessment, instructional and follow-up data.

**Rationale:** These courses will currently be offered within the Disability Services Program as controlled electives and serve as the first course in a sequence of four (4) courses that will result in acquisition of the competencies necessary to be an effective Job Coach.

It is intended that these four courses, in combination with EDEX 458 will comprise a concentration, or track, in Competitive Employment/Job Coaching. This concentration will become a part of a larger revision of the Disability Services Program following the approval of this sequence of employment courses and the approval of BCaBA concentration which is a separate curricular action within the department. Once approved the employment courses and the BCaBA concentration will be used along with a fifteen credit concentration in Deaf Studies and a fifteen credit concentration in Child Development to redesign the Disability Services Program to have a curriculum that can be tailored using the menu of concentrations in four specific fields of study thus allowing program graduates to have a very focused area of expertise upon graduation.

## **12. Department of Mathematics—Course Revisions**

**a. Current Catalog Description:**

**MATH 126 Calculus II/Physics, Chemistry, Mathematics      3c-01-3cr**

**Prerequisite:** MATH 125 or the equivalent

The second of a three-semester sequence for math and science majors. Topics include techniques and applications of integration, sequences and series, convergence tests, Taylor polynomials, separable differential equations, vectors, and three-dimensional coordinates. (Trigonometric, exponential, and logarithmic functions are included.)

**Proposed Catalog Description:**

**MATH 126 Calculus II/Physics, Chemistry, Mathematics      3c-01-3cr**

**Prerequisite:** MATH 125 or the equivalent

The second of a three-semester sequence for math and science majors. Topics include techniques and applications of integration, sequences and series, convergence tests, Taylor polynomials, separable differential equations, vectors, and three-dimensional coordinates. (Trigonometric, exponential, and logarithmic functions are included.)

**b. Current Catalog Description:**

**MATH 225 Calculus III/Physics, Chemistry, Mathematics**

**3c-0l-3cr**

**Prerequisite:** MATH 126 or the equivalent

The third of a three-semester sequence for math and science majors. Topics covering the calculus of functions of several variables include vector functions and space curves, arc length, curvature, partial derivatives, gradients, areas and volumes in various coordinate systems, Lagrange multipliers, line integrals, Green's Theorem, and applications of multiple integrals. (Trigonometric, exponential, and logarithmic functions are included.)

**Proposed Catalog Description:**

**MATH 225 Calculus III/Physics, Chemistry, Mathematics**

**3c-0l-3cr**

**Prerequisite:** MATH 126 or the equivalent

The third of a three-semester sequence for math and science majors. Topics covering the calculus of functions of several variables include vector functions and space curves, arc length, curvature, partial derivatives, gradients, areas and volumes in various coordinate systems, Lagrange multipliers, line integrals, Green's Theorem, and applications of multiple integrals. (Trigonometric, exponential, and logarithmic functions are included.)

**c. Current Catalog Description:**

**MATH 341 Differential Equations**

**3c-0l-3cr**

**Prerequisites:** MATH 122 or 126

Emphasizes techniques of solution and applications of differential equations. Topics include first order equations, second order linear equations, systems of linear equations, and series solutions of differential equations.

**Proposed Catalog Description:**

**MATH 341 Differential Equations**

**3c-0l-3cr**

**Prerequisites:** MATH 122 or 126

Emphasizes techniques of solution and applications of differential equations. Topics include first order equations, second order linear equations, systems of linear equations, and series solutions of differential equations.

**Rationale:** These Math courses were all submitted in 2012-13 as part of the Liberal Studies revisions. They were returned for revisions; it is now determined that these proposals need no more revisions based on the changes in the course approval process.

### 13. Department of Kinesiology, Health, and Sport Science—Modify Prerequisite

#### Current Course Title and Prerequisite:

**KHSS 415 Lifestyle Behavior Management for Physical Activity** **3c-0l-3cr**  
**Prerequisites:** KHSS 343 and 375 with a grade of “C” or better

#### Proposed Prerequisite:

**KHSS 415 Lifestyle Behavior Management for Physical Activity** **3c-0l-3cr**  
**Prerequisites:** KHSS 343 with a C or better

**Rationale:** It was determined after offering the class for several semesters that the material offered in the KHSS 375 does not provide pertinent background information for KHSS 415.

### 14. Biochemistry Program—Catalog Description Change and Modify Prerequisites

#### a. Current Catalog Description:

**BIOC 301 Foundations of Biochemistry** **3c-0l-3cr**

**Prerequisites:** BIOL 111 and a grade of “C” or better in CHEM 232

A foundation in biochemical principles emphasizing the structure/function relationships of proteins, carbohydrates, nucleic acids, and lipids. Catalysis by enzymes, including reaction mechanisms, kinetics, and regulation of activity are considered in detail. The structure of biological membranes and transport of both solutes and signals across membranes are explored. Assumes an understanding of eukaryotic cell structure and organic chemistry of major functional groups. Intended for CHEM and BIOC students.

#### Proposed Prerequisite:

**BIOC 301 Foundations of Biochemistry** **3c-0l-3cr**

**Prerequisites:** BIOL 202 and a grade of “C” or better in CHEM 232

A foundation in biochemical principles emphasizing the structure/function relationships of proteins, carbohydrates, nucleic acids, and lipids. Catalysis by enzymes, including reaction mechanisms, kinetics, and regulation of activity are considered in detail. The structure of biological membranes and transport of both solutes and signals across membranes are explored. Assumes an understanding of eukaryotic cell structure and organic chemistry of major functional groups.

**Rationale:** Course description changed to remove "Intended for CHEM and BIOC students". Restriction no longer appropriate. Course is required for Cell and Molecular Biology track; may be appropriate for other students. The prerequisite number for the Biology course has changed.

#### b. Current Course Title and Prerequisite:

**BIOC 311 Biochemistry Laboratory I**  
**Prerequisites:** BIOL 111, CHEM 232

**0c-4l-1cr**

**Proposed Prerequisite:**

**BIOC 311 Biochemistry Laboratory I**  
**Prerequisites:** BIOL 202, CHEM 232

**0c-4l-1cr**

**Rationale:** Prerequisite course BIOL 111 has been renumbered to BIOL 202.

## **15. Department of Chemistry—Course Revision**

**Current Catalog Description:**

**CHEM 411 Advanced Inorganic Chemistry**  
**Prerequisite:** CHEM 214, 341

**2c-3l-3cr**

Discussion of advanced theories of atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. In the laboratory portion, techniques used in the synthesis and characterization of inorganic compounds are explored.

**Proposed Catalog Description:**

**CHEM 411 Advanced Inorganic Chemistry**  
**Prerequisites:** CHEM 214, 341

**2c-3l-3cr**

Discussion of advanced theories of atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. In the laboratory portion, techniques used in the synthesis and characterization of inorganic compounds are explored.

**Rationale:** We are revising this course so that Graduate students in the Professional Science Masters (PSM) program can take advantage of this advanced level course. At the graduate level, this dual listed course will act as introduction to the Inorganic lab course.

## **16. Department of Geography and Regional Planning—Course Revision**

**Current Catalog Description:**

**GEOG 254 Geography of Russia, Central Eurasia, and Eastern Europe** **3c-0l-3cr**

Examines the Russian Federation, former Soviet satellites, and the European and Asiatic successor states. The region is the realm of Eurasian languages, historical schisms between eastern and western Europe, and the geographical legacies of the Tsarist and Soviet empires. Topics include terrain and environment, population, economic regions, resources, and geopolitics. These are studied in the context of environmental location and position between Eastern and Western power centers of the 21st century.

**Proposed Catalog Description:**

**GEOG 254 Geography of Russia, Central Eurasia, and Eastern Europe      3c-01-3cr**

Examines the Russian Federation, former Soviet satellites, and the European and Asiatic successor states. The region is the realm of Eurasian languages, historical schisms between eastern and western Europe, and the geographical legacies of the Tsarist and Soviet empires. Topics include terrain and environment, population, economic regions, resources, and geopolitics. These are studied in the context of environmental location and position between Eastern and Western power centers of the 21st century.

**Rationale:** This class was revised to meet the new Liberal Studies requirements.

**17. UWUCC and Liberal Studies Committee Approved the following:**

- **SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations as a Social Science Knowledge Area course**
- **SOC 251 Sociology of Human Sexuality as a Liberal Studies Elective, Global Citizenship course**
- **COMM 143 Media Wellness as a Liberal Studies Dimensions of Wellness course**
- **Liberal Studies Elective Revisions for all Business programs**
- **MATH 126 Calculus II/Physics, Chemistry, Mathematics as a Liberal Studies Elective, Quantitative Reasoning course**
- **MATH 225 Calculus III/Physics, Chemistry, Mathematics as a Liberal Studies Elective, Quantitative Reasoning course**
- **MATH 341 Differential Equations as a Liberal Studies Elective, Quantitative Reasoning course**
- **GEOG 254 Geography of Russia, Central Eurasia, and Eastern Europe as a Liberal Studies Elective, Global Citizenship and Global and Multicultural Awareness course**

**Appendix B**  
**University-Wide Undergraduate and Graduate Curriculum Committees**  
**Chairs: Sechrist, Clewell, Moore and Frenzel**

**FOR INFORMATION:**

Requests for dual listed classes will now complete a one page request form, instead of marking the Dual Listed section in iwiki. The request will be reviewed by both curriculum committees, as is current practice.

**Appendix C**  
**University-Wide Graduate Committee**  
**Chairs: Moore and Frenzel**

**FOR CORRECTION:**

1. DE Course NURS 744: Advanced Nursing Roles was listed in error as approved last month. The proposal was approved this month after final revisions were received.

**FOR ACTION:**

**1. DEPARTMENT OF ENGLISH**

**A. COURSE REVISION**

**COURSE REVISION** (Add graduate dual-level)

**Course:** EDUC (452)/552: Teaching of English and Communication in the Secondary School

**Rationale:**

The requirements for the dual-listed EDUC 452/552 course will be the same as the existing EDUC 452 course with an added required component for post-baccalaureate and graduate students of completing a mini-Teacher Work Sample with learning outcomes. This added component is necessary for providing rigor and additional scholarly research expected of post-grads, and the requirement is a reasonable and appropriate preview for their subsequent student teaching practicum

	<b>Current Course Information</b>	<b>Proposed Course Information</b>
<b>Title</b>	EDUC 452: Teaching of English and Communication in the Secondary School	EDUC 452/552: Teaching of English and Communication in the Secondary School
<b>Prereq</b>	ENGL 314, 323, 324 and admission to Step 1 of the 3-Step Process	ENGL 314, 323, 324 (or approved equivalents) and admission to Step 1 of the 3-Step Process
<b>Description</b>	A prerequisite to student teaching in English. Introduces current professional practices in the teaching of English and communications in secondary school.	A prerequisite to student teaching in English. Introduces current professional practices in the teaching of English and communications in secondary school.

**B. NEW DESIGNATION**

**Certificate:** English 7-12

**Rationale:**

IUP originally offered a state-approved 42-credit Master of Arts in Teaching English (MA/TE) degree with certification (36-cr. without certification). Low enrollment over the past five years due to high cost and timeliness for completion led that program to be placed into moratorium; the old MA/TE Program is now being reconfigured as a post-baccalaureate for English majors or equivalent majors who did not



earn teacher certification as undergraduates or who may be enrolled in a Master's in English program and wish to add certification. Candidates can combine this certification with the IUP ESL certification program and/or with the other three IUP M.A. English programs. Currently there are 273 secondary teaching jobs in Pennsylvania (<https://www.ziprecruiter.com/jobs/pennsylvania/secondary-teacher>) with close to 30 jobs posted per day in the English field (<http://www.indeed.com/q-secondary-english-teacher-l-Pennsylvania-jobs.html>). The former MA/TE director and the current BSED director receive weekly phone and e-mail inquiries for teachers with secondary English certification. This post-Baccalaureate program, like the current BSED, will attract a wide range of students from across the state and will serve areas in Pennsylvania and in other states where highly qualified and diverse teachers are needed, particularly in the eastern part of Pennsylvania and in nearby areas where teachers are in high demand, including Washington, D. C. and New York City (<http://teaching.monster.com/careers/articles/8257-teachers-needed-in-5-us-areas?page=6>). This post-Baccalaureate program will allow students with a BA in English degree, who are already strong in their English Language Arts subject matter area, and who have graduate-level courses in English content and pedagogy, to become more competitive for employment.

The plan for this 24-credit certification program meets the needs of candidates who are requesting a high quality, thorough program that combines content and pedagogical knowledge in secondary English education at a reasonable cost and in a reasonable time frame. After meeting the entry qualification requirements, candidates will take 6 credits in the summer, 12 credits in the fall, and student teach (6 credits) in the spring. This program coincides with the IUP undergraduate English education major and with school district schedules to accept student teachers with their cooperating teachers. Like the BSED, this program offers both a focus on instructional skills that promote critical thinking and classroom management that includes safety and communication with families, two highly desired outcomes for certified teachers, according to the APA report on the Teacher Needs Survey (<http://www.apa.org/ed/schools/coalition/teachers-needs.pdf>). An added component of the graduate courses required is that those students certified in this program will also gain instruction in the rigors of graduate coursework and an inquiry-based approach to classroom research at the Master's level.

<b>Title</b>	English 7-12
<b>Credits</b>	24
<b>Catalog Description</b>	<p>The Post-baccalaureate English 7-12 Certificate is a 24-credit teaching certification program for English majors or equivalent majors who did not earn teacher certification as undergraduates and/or who may be enrolled in a Master's in English program and wish to add Pennsylvania state certification for secondary English. Some applicants will have an equivalent degree such as a BA in creative writing and some may be equivalent fields such as theater. The post-bac program director and faculty team will be conducting a thorough review for each applicant and will require additional course work (as stated in the program requirements) if candidates do not meet required English courses that match our BA in English or education pre-requisites according to the three-step process for certification at IUP.</p> <p>The IUP English department already offers three Master of Arts in English degrees in Literature, in Composition and Literature, and in TESOL. This certification can be added to these existing M.A. programs. Students could opt to add the post-bac</p>

	certification in English to their M. A. degree, or get the post-bac first and continue on to complete one of these Master's degrees, offering options and flexibility for graduate students that are both time and cost effective. Candidates can also combine this certification with the IUP ESL certification program.
<b>Requirements</b>	<p><b>Post-Baccalaureate English 7-12 Certificate Program</b></p> <p>Course Requirements (24 credits)</p> <p><b>A. Core Courses (9 cr.)</b></p> <p>EDUC 552 Teaching English &amp; Communication in the Secondary School 3 cr.</p> <p>ENGL 518 Young Adult Literature 3 cr.</p> <p>ENGL 614 Critical Pedagogy 3 cr.</p> <p><b>B. Electives in Teaching, Learning, and Schools (6 cr.)</b></p> <p>EDSP 704 Advanced Educational Psychology 3 cr.</p> <p>EDEX 650 Exceptional Children and Youth 3 cr.</p> <p><b>C. Professional Practice (9 cr.)</b></p> <p>ENGL 698/001 Internship 3 cr.</p> <p>ENGL 698/002 Student Teaching 6 cr.</p> <p><b>Total Credit Hours 24 cr.</b></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Qualifications for candidates: B.A. in English or related field. Some courses may need to be added to the program of study depending upon transcript review. Undergraduate minimum GPA 2.6 if the degree was earned in the past 5 years (2.4 minimum if degree was earned more than 5 years ago).</li> <li>• ESL Certificate Option: Students may add this option while in the program.</li> <li>• Options for Master's Degree: Students may opt to add credits to earn a M.A. Literature, M.A. Composition and Literature, or M.A. TESOL degree.</li> <li>• Students must maintain a minimum GPA of 3.0 for Pennsylvania state teacher certification.</li> </ul> <p>Students must pass the Praxis II English Language Arts: Content Knowledge examination to be cleared for student teaching and to earn Pennsylvania Instructional I Teaching Certificate</p>

#### STUDENT LEARNING OUTCOMES:

Alignment with NCTE/CAEP Standards for Teacher Preparation Programs and PDE Candidate Competencies	
NCTE/CAEP Standards	Course(s) in which standards will be met
I. Candidates demonstrate knowledge of language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers	<p>Content standards will have been met by candidates in undergraduate courses for B.A. degrees in English.</p> <p>ENGL 515</p>

	EDUC 552
Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.	Content standards will have been met by candidates in undergraduate courses for B.A. degrees in English.  ENGL 515
Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments	EDUC 552
<b>II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.</b>	Content standards will have been met by candidates in undergraduate courses for B.A. degrees in English.  EDUC 552
Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.	Content standards will have been met by candidates in undergraduate courses for B.A. degrees in English EDUC 552  ENGL 614
Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.	Content standards will have been met by candidates in undergraduate courses for B.A. degrees in English. ENGL 614  EDUC 552
Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.	EDUC 552 ENGL 698/001  ENGL 698/002
<b>Content Pedagogy: Planning Literature and Reading Instruction in ELA</b> III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students	
Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—	EDUC 552 ENGL 614 ENGL 698/001

across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	ENGL 698/002
Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting	EDUC 552 ENGL 698/001 ENGL 698/002
Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	EDUC 552 ENGL 698/002
Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.	EDUC 552 ENGL 698/002
Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	ENGL 698/001 ENGL 698/002
<p><b>Content Pedagogy: Planning Composition Instruction in ELA</b></p> <p>IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</p>	
Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.	EDUC 552 ENGL 698/001 ENGL 698/002

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences and purposes.	EDUC 552 ENGL 698/002
Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes	ENGL 698/001 ENGL 698/002
<b>Learners and Learning: Implementing English Language Arts Instruction</b>  V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.	EDSP 704 EDEX 650 ENGL 698/001 ENGL 698/002
Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school, and community contexts and knowledge about students' linguistic and cultural backgrounds.	ENGL 698/001 ENGL 698/002
Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	ENGL 698/002
Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.	ENGL 698/002
Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	EDUC 552 ENGL 698/001 ENGL 698/002
<b>Professional Knowledge and Skills</b>  VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in ELA.	ENGL 614 EDUC 552
Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society	ENGL 698/001 ENGL 698/002
Element 2: Candidates use knowledge of theories and research to plan instruction that is responsive to students' local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief,	ENGL 614 ENGL 698/002

sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn ELA.	
VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.	ENGL 698/002
Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	ENGL 698/001 ENGL 698/002
<b>PDE Candidate Competencies</b>	<b>Course(s) in which competencies will be developed</b>
<b>I. Secondary Education</b>	
A. Organizational Structure of the High School	
1. Make curricular decisions...grounded in the social, philosophical, and historical foundations of education 2. Engage adolescents in activities related to interpersonal, community, and societal responsibilities. 3. Develop classrooms as communities of practice that are learner-centered 4. Utilize student assistance and student support programs... 5. Participate in professional organizations... 6. Interact with various professionals that serve adolescents... 7. Understand the philosophy of secondary education	ENGL 614  ENGL 698/001 ENGL 698/002
B. Adolescent Development 1. Recognize and implement major concepts, principles, theories, and research related to adolescent cognitive, social, sexual, emotion, and moral development. 2. Design and implement strategies that encourage students' positive self-esteem, self-efficacy, and motivation. 3. Identify and respect the range of individual and cultural differences of all adolescents and the implications of those differences in teaching and learning. 4. Identify how the development of all adolescents occurs in the context of classrooms, families, peer groups, communities, and society. 5. Design and implement strategies that provide students with appropriate skills in making the transition from middle-level to high school and then to full citizenship. 6. Incorporate knowledge of adolescent development into educating students in goals setting and decision making.	EDSP 704 EDEX 650 ENGL 698/001 ENGL 698/002

7. Create and support learning environments that promote the healthy development of all adolescents.	
8. Demonstrate effective adolescent behavior strategies for the classroom.	
<b>II. Subject Matter Content &amp; Pedagogy</b>	
<p>A. Content</p> <ol style="list-style-type: none"> <li>1. Language and Linguistics</li> <li>2. Reading/Literature</li> <li>3. Literature</li> <li>4. Composition/Writing</li> <li>5. Speaking and Listening</li> <li>6. Research and Technology</li> </ol> <p>B. Pedagogy</p> <ol style="list-style-type: none"> <li>1. Use effective instructional principles...</li> <li>2. Employ teaching and learning strategies that consider and capitalize on developmental characteristics of all adolescents.</li> <li>3. Use effective comprehensive instructional principles responsive to the needs of all students.</li> <li>4. Incorporate technology into instructional appropriately</li> <li>5. Use materials designed explicitly for the secondary grades.</li> <li>6. Make decisions about curriculum and resources that reflect an understanding of adolescent development.</li> <li>7. Utilize subject-specific methodologies.</li> <li>8. Deliver curriculum that is relevant, challenging, integrative, and exploratory.</li> <li>9. Incorporate adolescents' ideas, interests, and experiences into instruction.</li> <li>10. Design effective interventions...</li> <li>11. Integrate technology and other resources...in order to prepare students for higher education....</li> <li>12. Apply PA Core Standards into short- and long-term instructional goals.</li> <li>13. Create lessons that support literacy across the curriculum.</li> <li>14. Prepare students to gain, process, and use information in different contexts.</li> <li>15. Design educational experiences that help students communicate using various tools and means.</li> <li>16. Create lessons that demonstrate an understanding of literacy both broadly and in discipline contexts.</li> <li>17. Utilize literature, classic texts in different genres, commercial reading materials, electronic-based information, and locally-created materials.</li> <li>18. Demonstrate the adaptation of educational or subject-specific research in lessons.</li> <li>19. Differentiate instruction, assessment and management strategies....</li> </ol>	<p>A. Content</p> <p>Competencies will have been demonstrated in undergraduate courses required for B.A. degrees in Eng.</p> <p>B. Pedagogy</p> <p>EDUC 552 ENGL 614 ENGL 698/001 ENGL 698/002</p>

20. Develop inclusionary practices that respect differences and encourage students to work together to maximize their own learning and one another's learning.	
<b>III. Assessment</b>	
<p>1. Utilize assessment practices that match instructional strategies, are culturally relevant, and authentically measure student performance.</p> <p>2. Continuously monitor the results of interventions and alter instruction accordingly.</p> <p>3. Use multiple assessments that are developmentally appropriate for adolescent learners including graduation and end of course examinations.</p> <p>4. Implement technology in student assessment and measures.</p> <p>5. Use assessment data to guide instruction.</p> <p>6. Strategically tutor students whose assessments indicate need for additional instruction.</p> <p>Candidates would use appropriate strategies through additional tutoring of the students to remediate any deficiencies they discover from the student assessments.</p> <p>7. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way.</p> <p>8. Design assessments that target academic standards and Assessment Anchor Content Standards in subject areas.</p> <p>9. Develop assessments that impact instruction, facilitate learning communities, and support diverse students' development and learning.</p> <p>10. Apply assessments that help reveal readiness in making the transition from school to work, to higher education, to military service, to full citizenship, etc.</p>	<p>EDUC 552</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<b>IV. Professionalism</b>	
<p>1. Act as positive role models, coaches, and mentors for all adolescents.</p> <p>2. Communicate deep content knowledge in the subjects taught.</p> <p>3. Serve on advisory program, co-curricular activities, and other programs supporting the curriculum.</p> <p>4. Uphold high professional standards as defined by Charlotte Danielson in her Framework for Teaching (2013).</p> <p>5. Utilize research and data-based decision making.</p> <p>6. Participate fully in grade and building level structures.</p> <p>7. Develop effective teaching practices and focus on continual improvement within the teacher-preparation apprenticeship model.</p> <p>8. Understand and comply with Pennsylvania's <i>Code for Professional Practice and Conduct for Educators</i>.</p>	<p>ENGL 698/001</p> <p>ENGL 698/002</p>



## **C. PROGRAM REVISION**

**Degree:** Master of Arts in Composition and Literature

### **Rationale:**

This revision will modify the MA Composition and Literature program to make it more competitive with competing graduate programs in terms of cost and time-to-degree by reducing required credits from 36 to 30. It will also provide students with more flexibility in choosing their courses by reducing the number of required courses, instead letting students select from courses that best fit their interests and career goals. The number of courses offered will not be reduced. Finally, the revised program will include an additional emphasis on professionalizing activities—i.e. research skills, publications, conference presentations, and professional development to be highlighted in a capstone course—that will better prepare graduates for doctoral work or teaching careers.

The MA in English: Composition and Literature program currently requires completion of 36 credit hours (12 courses). A review of competing M.A. programs reveals that the majority of M.A. English programs require fewer credit hours. Of 24 programs in the region studied in the region, only 3 required 36 credits (12 courses) to graduate. Four required 33, 12 required 30, 3 required 27, and one required 24. Programs requiring fewer credits are attractive to prospective students both in terms of time-to-degree and in terms of cost. For instance, at current rates of tuition and fees, Penn State's 30-credit program costs roughly the same as IUP's 36-credit program, thereby negating the monetary savings of choosing IUP. Reducing the required credits from 36 to 30 will make the MA: Literature program more attractive to prospective students in terms of value without appreciably reducing the quality of education. Additionally, because the Graduate Program in Literature and Criticism offers summer courses, students would be able to complete the 30-credit M.A. program within one calendar year; this possibility will be attractive to prospective students in terms of time-to-degree.

Because of staffing and scheduling issues, and because of the rigid course requirements of the current Composition and Literature program, no student has yet been able to complete the entire curriculum without multiple substitutions of course requirements. The program revision offers students more flexibility in choosing courses that meet their interests and career plans while still requiring a rigorous mix of theory, pedagogy, literary, and composition studies.

Making ENGL 753 Literature as a Profession a required "Capstone Course" updates the program by better preparing its graduates for scholarly and professional pursuits after graduation. This revision should enhance the marketing potential and ability to draw students to the program while still delivering a rigorous educational experience.

Raising the minimum TOEFL (or equivalent) score from 540 to 560 brings the program into line with current national standard.

	Current Program Information	Proposed Changes
<b>Catalog Description</b>	<p><b>Grad Course Catalog:</b>  <a href="http://www.iup.edu/graduatestudies/catalog/">http://www.iup.edu/graduatestudies/catalog/</a></p> <p>The MA in English responds to the needs of four groups of students: those interested in gaining a generalist background in graduate English studies, students wanting to concentrate on literature, students seeking secondary English certification or desiring to enhance their existing skills in teaching English, and students who want to teach English to speakers of other languages.</p> <p>Each of the four options for the MA requires 36 credit hours, either of course work (twelve courses) or a combination of course work and an internship or thesis. Each option has its own set of requirements for distributing those 36 hours, and each has its own admissions committee. Students applying for admission must indicate which degree option they wish to pursue.</p> <p>The Composition and Literature (MA Comp-Lit) option is designed for students who wish to combine coursework in composition and literary studies--the two primary subfields of the English discipline--in order to pursue teaching at the community-college level or for beginning advanced doctoral work. The literature (MA/LIT) option is for active professionals who wish to further their expertise in literature and for students who wish to prepare for work on a PhD in literature and criticism. The teaching English (MA/TE) option is for in-service secondary English teachers who wish advanced in-depth study in the teaching of English and for students with the bachelor's degree in English (or its equivalent) who wish to pursue initial Secondary English certification. The MA/TESOL option prepares students in the theory and practice of teaching English to speakers of other languages in a variety of settings within (English as a Second Language) and outside (English as a Foreign Language) the United States.</p> <p>IUP's MA in English has courses available in both summer sessions and during the academic year. As</p>	<p>The three MA in English programs at IUP respond to the needs of four groups of students: those interested in gaining a generalist background in graduate English studies, students wanting to concentrate on literature, students seeking secondary English certification or desiring to enhance their existing skills in teaching English, and students who want to teach English to speakers of other languages.</p> <p>The MA in Literature and MA in Composition and Literature requires 30 credit hours, either of course work (ten courses) or a combination of course work and an internship or thesis. Each option has its own set of requirements for distributing those 30 hours, and each has its own admissions committee. Students applying for admission must indicate which degree option they wish to pursue.</p> <p>The Composition and Literature (MA Comp-Lit) option is designed for students who wish to combine coursework in composition and literary studies--the two primary subfields of the English discipline--in order to pursue teaching at the community-college level or for beginning advanced doctoral work. The literature (MA/LIT) option is for active professionals who wish to further their expertise in literature and for students who wish to prepare for work on a PhD in literature and criticism. Students in either program who complete Post-Baccalaureate English Certification will be qualified and certified to teach in postsecondary schools in Pennsylvania. The MA/TESOL option prepares students in the theory and practice of teaching English to speakers of other languages in a variety of settings within (English as a Second Language) and outside (English as a Foreign Language) the United States.</p>

	<p>there is no specific residency requirement for the MA at IUP, students are not required to attend the program full time during the academic year; some of the work may be accomplished over the course of several summers—although certain courses required in several of the programs are offered only during the normal academic year. However, the final six credits must be taken at IUP. Students attending full time can complete the MA in English in as little as a single year or may spread their work out over two or three years. Thus, the MA in English at IUP offers the advantages of both professional focus and personal flexibility.</p>	<p>IUP's MA in Composition and Literature program offers courses during both summer sessions and during the academic year. As there is no specific residency requirement for the MA at IUP, students are not required to attend the program full time during the academic year; some of the work may be accomplished over the course of several summers—although certain courses required in several of the programs are offered only during the normal academic year. However, the final six credits must be taken at IUP. Students attending full time can complete the MA in Composition and Literature in as little as a single year or may spread their work out over two or three years. The MA in Composition and Literature thus offers the advantages of both professional focus and personal flexibility.</p>
<b>Requirements</b>	<p><b>A. Core Courses (15 cr)</b></p> <p>ENGL 630 Research on the Teaching of Literacy and Literature</p> <p>ENGL 632 Composition Theory and Practice</p> <p>ENGL 674 Bibliographic Methods in English</p> <p>ENGL 676 Critical Approaches to Literature</p> <p>ENGL 757 Digital Composition, Literature, and Pedagogy</p> <p>NONE</p> <p><b>C. Literature Required and Elective Courses (total 9 cr)</b></p> <p>-</p> <p><u>Required</u> (3 cr)</p> <p>ENGL 760 Teaching College Literature</p> <p><u>Choose one course:</u> (3 cr)</p>	<p><b>A. Theory and Methods Courses (9 cr)</b></p> <p>ENGL 632 Composition Theory and Practice</p> <p>ENGL 674 Research Trends in English</p> <p>ENGL 676 Critical Approaches to Literature</p> <p><b>B. Pedagogy and Praxis Courses (6 credits)—choose 2</b></p> <p><b>ENGL 518 Adolescent Literature</b></p> <p><b>ENGL 614 Critical Pedagogy</b></p> <p><b>ENGL 730 Teaching Writing</b></p> <p><b>ENGL 757 Digital Composition, Literature, and Pedagogy</b></p> <p><b>ENGL 760 Teaching College Literature</b></p>

	<p>ENGL 761 Topics in American Literature Before 1870  ENGL 762 Topics in American Literature After 1870  ENGL 763 Topics in British Literature Before 1660  ENGL 764 Topics in British Literature After 1660</p> <p><u>Choose one course:</u> (3 cr)</p> <p>ENGL 765 Topics in Literature as Genre  ENGL 766 Topics in Comparative Literature</p> <p>ENGL 771 Topics in Postmodern Literature  ENGL 772 Topics in Women's Literature  ENGL 773 Topics in American or British Minority Literature</p> <p><b>D. Composition: Required and Elective Courses (total 9 cr)</b></p> <p><u>Required</u> (3 cr)</p> <p>ENGL 730 Teaching Writing</p> <p><i>Choose two courses</i> (6 cr)</p> <p>ENGL 705 Language and Social Context  ENGL 734 Linguistics and the English Teacher  ENGL 742 Cross-Cultural Communication  ENGL 754 World Englishes in Composition and Applied Linguistics  ENGL 767 Research on Writing Centers and Writing Program Administration</p>	<p><b><i>C. Literature Electives (6 credits)—choose 2</i></b></p> <p>ENGL 757 Digital Composition, Literature, and Pedagogy</p> <p>ENGL 760 Teaching College Literature</p> <p>ENGL 761 Topics in American Literature Before 1870  ENGL 762 Topics in American Literature After 1870  ENGL 763 Topics in British Literature Before 1660  ENGL 764 Topics in British Literature After 1660</p> <p>ENGL 765 Topics in Literature as Genre  ENGL 766 Topics in Comparative Literature</p> <p>ENGL 771 Topics in Postmodern Literature  ENGL 772 Topics in Women's Literature  ENGL 773 Topics in American or British Minority Literature</p> <p><b><i>D. Composition Electives (6 credits)—choose 2</i></b></p> <p>ENGL 614 Critical Pedagogy</p> <p>ENGL 705 Language and Social Context</p> <p>ENGL 730 Teaching Writing</p> <p>ENGL 705 Language and Social Context</p>
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	<p><i>E. Open Electives (6 cr.)</i></p> <p>Six semester hours approved by the director of Graduate Studies in Literature from other graduate offerings in Literature, courses in Composition and TESOL, or courses outside the department in a related and appropriate field. With the approval of a thesis advisor, a student may, as part of this requirement, register for six hours of ENGL 795 Thesis.</p> <hr/> <p>Minimum TOEFL (or equivalent) score 540</p>	<p>ENGL 734 Linguistics and the English Teacher</p> <p>ENGL 742 Cross-Cultural Communication</p> <p>ENGL 754 World Englishes in Composition and Applied Linguistics</p> <p>ENGL 767 Research on Writing Centers and Writing Program Administration</p> <p><i>E. Capstone (3 credits)</i></p> <p><b>ENGL 753 Literature as a Profession</b></p> <p><b>OR</b></p> <p><b>ENGL 698 Internship (for Ed option)</b></p> <p><b>F. Additional optional credits (3 cr.)</b></p> <p><b>ENGL 795 Thesis</b></p> <p>G. Non-credit requirements</p> <p>Proof of attendance at 6 professionalizing events</p> <p>Minimum TOEFL (or equivalent) score of 560</p>
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## **D. PROGRAM REVISION**

**Degree:** Master of Arts in Literature

### **Rationale:**

This revision will modify the IUP English MA in Literature program to make it more competitive with other graduate programs in terms of cost and time-to-degree by reducing required credits from 36 to 30. This revision will also provide students with more flexibility in choosing their courses by reducing the number of required courses while still retaining a wide variety of course offerings. The number of courses offered will not be reduced, but a reduction in the number of required courses will enable students to concentrate more on specific areas of literature. Finally, the revised program will include an additional emphasis on professionalizing activities—i.e. research skills, publications, conference presentations, career preparation, and professional development to be highlighted in a capstone course—that will better prepare graduates for doctoral work, teaching careers, or other careers in English.

The MA in English: Literature program currently requires completion of 36 credit hours (12 courses). A review of competing M.A. programs reveals that the majority of M.A. English programs require fewer credit hours. Of 24 programs studied in the region, only 3 required 36 credits (12 courses) to graduate. Four required 33, 12 required 30, 3 required 27, and one required 24. Programs requiring fewer credits are more attractive to prospective students both in terms of time-to-degree and in terms of cost. For instance, at current rates of tuition and fees, Penn State's 30-credit program costs roughly the same as IUP's 36-credit program, thereby negating the monetary savings of choosing IUP. Reducing the required credits from 36 to 30 will make the MA in Literature program more attractive to prospective students in terms of value without appreciably reducing the quality of education. Additionally, because the IUP English Doctoral Program in Literature and Criticism offers summer courses, students would be able to complete the 30-credit M.A. program within one calendar year; this possibility will be attractive to prospective students in terms of time-to-degree.

In a recent survey of MA in English alumni, several respondents complained about a lack of flexibility in coursework due to curriculum requirements, leaving some students frustrated at an inability to follow particular interests. The program revision responds to these concerns by relaxing requirements of "Period Courses" (letting students choose 3 of 4 courses instead of requiring all 4), thus giving students more choice in selecting courses of interest to them. Making ENGL 753 Literature as a Profession a required "Core Course" updates the program by better preparing its graduates for scholarly and professional pursuits after graduation.

This revision should enhance the marketing potential and ability to draw students to the program while still delivering a rigorous educational experience.

Changing the minimum TOEFL or equivalent score from 540 to 560 brings the program in line with national standards.

	Current Program Information	Proposed Changes
<b>Catalog Description</b>	<p><b>Grad Course Catalog:</b>  <a href="http://www.iup.edu/graduatestudies/catalog/">http://www.iup.edu/graduatestudies/catalog/</a></p> <p>The MA in English responds to the needs of four groups of students: those interested in gaining a generalist background in graduate English studies, students wanting to concentrate on literature, students seeking secondary English certification or desiring to enhance their existing skills in teaching English, and students who want to teach English to speakers of other languages.</p> <p>Each of the four options for the MA requires 36 credit hours, either of course work (twelve courses) or a combination of course work and an internship or thesis. Each option has its own set of requirements for distributing those 36 hours, and each has its own admissions committee. Students applying for admission must indicate which degree option they wish to pursue.</p> <p>IUP's MA in English has courses available in both summer sessions and during the academic year. As there is no specific residency requirement for the MA at IUP, students are not required to attend the program full time during the academic year; some of the work may be accomplished over the course of several summers—although certain courses required in several of the programs are offered only during the normal academic year. However, the final six credits must be taken at IUP. Students attending full time can complete the MA in English in as little as a single year or may spread their work out over two or three years. Thus, the MA in English at IUP offers the advantages of both professional focus and personal flexibility.</p>	<p>The MA in Literature Program responds to the needs of four groups of students: Students interested in gaining a generalist background in graduate English studies, students wanting to concentrate on literature and research, students seeking secondary English certification or desiring to enhance their existing skills in teaching English, and students who want to teach English to speakers of other languages. Students who combine the M.A. in Literature program with a Post-Baccalaureate English Certification will be qualified and certified to teach in postsecondary schools in Pennsylvania.</p> <p>The MA in Literature Program requires 30 credit hours, either of course work (ten courses) or a combination of course work and an internship or thesis. Each option has its own set of requirements for distributing those 30 hours, and each has its own admissions committee. Students applying for admission must indicate which degree option they wish to pursue.</p> <p>IUP's MA in Literature offers courses during both summer sessions and during the academic year. As there is no specific residency requirement for the MA at IUP, students are not required to attend the program full time during the academic year; some of the work may be accomplished over the course of several summers—although certain courses required in several of the programs are offered only during the normal academic year. However, the final six credits must be taken at IUP. Students attending full time can complete the MA in Literature degree</p>

		<p>in as little as a single year or may spread their work out over two or three years. Thus, the MA in English at IUP offers the advantages of both professional focus and personal flexibility.</p>
Requirements	<div> <p>1. A. Core Courses (6 cr)</p> <p>ENGL 674 Bibliographic Methods in English</p> <p>ENGL 676 Critical Approaches to Literature</p> </div> <div> <p>B. Period Courses (12 cr)</p> <p>ENGL 761 Topics in American Literature Before 1870</p> <p>ENGL 762 Topics in American Literature After 1870</p> <p>ENGL 763 Topics in British Literature Before 1660</p> <p>ENGL 764 Topics in British Literature After 1660</p> </div> <div> <p>1. A. Courses in Approaches to the Literary Canon (3 cr)—choose 1 course</p> <p>ENGL 766 Topics in Comparative Literature</p> <p>ENGL 771 Topics in Postmodern Literature</p> <p>ENGL 772 Topics in Women's Literature</p> <p>ENGL 773 Topics in American or British Minority Literature</p> </div>	<p>1. A. Core Courses (9 cr)</p> <p>ENGL 674 Research Trends in English</p> <p>ENGL 676 Critical Approaches to Literature</p> <p><b>ENGL 753 Literature as a Profession</b></p> <p><b>OR</b></p> <p><b>ENGL 698 Internship</b></p> <p>1. B. Period Courses (total 9 cr)—choose 3</p> <p>ENGL 761 Topics in American Literature Before 1870</p> <p>ENGL 762 Topics in American Literature After 1870</p> <p>ENGL 763 Topics in British Literature Before 1660</p> <p>ENGL 764 Topics in British Literature After 1660</p> <p>C. Courses in Approaches to the Literary Canon (3 cr)—choose 1 course</p> <p>ENGL 766 Topics in Comparative Literature</p>



	<p>1. <i>B. Literature Electives Choose (9 cr) — choose three courses</i></p> <p>ENGL 675 Literature and the International Student</p> <p>ENGL 753 Studies in Literature as a Profession</p> <p>ENGL 760 Teaching College Literature</p> <p>ENGL 761 Topics in American Literature Before 1870</p> <p>ENGL 762 Topics in American Literature After 1870</p> <p>ENGL 763 Topics in British Literature Before 1660</p> <p>ENGL 764 Topics in British Literature After 1660</p> <p>ENGL 765 Topics in Literature as Genre</p> <p>ENGL 766 Topics in Comparative Literature</p> <p>ENGL 771 Topics in Postmodern Literature</p> <p>ENGL 772 Topics in Women's Literature</p> <p>ENGL 773 Topics in American or British Minority Literature</p> <hr/> <p>1. <i>C. Open Electives (6 cr.)</i></p> <p>Six semester hours approved by the director of Graduate Studies in Literature from other graduate offerings in Literature, courses in Composition and TESOL, or courses outside the department in a related and appropriate field. With the approval of a thesis advisor, a student may, as part of this requirement, register for six hours of ENGL 795 Thesis.</p> <hr/>	<p>ENGL 771 Topics in Postmodern Literature</p> <p>ENGL 772 Topics in Women's Literature</p> <p>ENGL 773 Topics in American or British Minority Literature</p> <p><i>D. Literature Electives Choose (6 cr) — choose two courses</i></p> <p><b>ENGL 518 Young Adult Literature</b></p> <p><b>ENGL 757 Digital Composition, Literature, and Pedagogy</b></p> <p>ENGL 760 Teaching College Literature</p> <p>ENGL 761 Topics in American Literature Before 1870</p> <p>ENGL 762 Topics in American Literature After 1870</p> <p>ENGL 763 Topics in British Literature Before 1660</p> <p>ENGL 764 Topics in British Literature After 1660</p> <p>ENGL 765 Topics in Literature as Genre</p> <p>ENGL 766 Topics in Comparative Literature</p> <p>ENGL 771 Topics in Postmodern Literature</p> <p>ENGL 772 Topics in Women's Literature</p> <p>ENGL 773 Topics in American or British Minority Literature</p>
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	<div>Minimum TOEFL (or equivalent) score 540</div>	<p><i>E. Open Electives (3 cr.)</i></p> <p>Three semester hours approved by the director of Graduate Studies in Literature from other graduate offerings in Literature, courses in Composition and TESOL, or courses outside the department in a related and appropriate field.</p> <p><i>Minimum TOEFL (or equivalent) score 560</i></p>
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## 2. DEPARTMENT OF COMMUNICATIONS MEDIA

### A. PROGRAM REVISION

**Degree:** Ph.D. in Communications Media and Instructional Technology

**Rationale:**

This minor program revision includes three modifications of the existing CMIT Ph.D. curriculum structure:

1. Eliminate the existing distinction between Theory and Culture Electives and Production Electives to create one broad category of Electives. Currently, CMIT students take 9 credits of Theory and Culture Electives and 6 credits of Production electives. However, this design has had the unintended consequence of limiting students' choice in electives. Eliminating the distinction between Theory and Culture Electives and Production Electives would give the Chair and Graduate Coordinator greater flexibility as far as course offerings and scheduling. More importantly, this change provides CMIT students with greater choice in their elective coursework.

2. Move COMM 812: Media Ethics from Theory and Culture Core to Electives. COMM 812 has been a core course since the program's inception. The course has value for CMIT students navigating ethical decision making in message design and media production, as well as providing skills for evaluating ethical practices of media organizations. However, the course is better suited as a Theory and Culture Elective as course content is valuable, but not essential for the career paths that many of our students pursue. This is further explicated in Item 3, below.

3. Move COMM 815: Teaching Communications Media from Electives to Theory and Culture Core.

The vast majority of CMIT students pursue faculty positions after graduation. Because the department has a limited amount of teaching opportunities to offer (and given our commuter population), many of our students graduate without having any formal training or experience in the classroom. While COMM 815 is not a substitute for classroom teaching, its content provides the conceptual foundations for teaching in the field as well as skills and approaches unique to teaching in Communication and Media Studies. Students also gain practical experience through designing teaching portfolios, course syllabi, and other essential skills. Because of the intellectual and practical value, students are best served by having this course in the Theory and Culture core rather than as an elective offered only sporadically.

Current Program Information	Proposed Changes
<p><b><u>RESEARCH CORE</u> (12 hours- 4 courses)</b></p> <p>COMM 800: Comm Research Statistics  COMM 825: Quantitative Methods Comm Research  COMM 828: Qualitative Methods Comm Research  COMM 910: Advanced Doctoral Research</p> <p><b><u>THEORY &amp; CULTURE CORE</u> (9 hours- 3 courses)</b></p> <p>COMM 801: Ideas That Shape Media  COMM 812: Media Ethics  COMM 857: Doctoral Seminar in Communication</p> <p><b><u>PRODUCTION CORE</u> (12 hours- 4 courses)</b></p> <p>COMM 830: Media Preproduction  COMM 832: Media Production  COMM 832: Media Production  COMM 846: Instructional Media Solutions</p> <p><b><u>THEORY &amp; CULTURE ELECTIVES</u> (9 hours- 3 courses)</b></p> <p>COMM 814: Crisis Communication  COMM 815: Teaching Comm Media  COMM 818: Media Criticism  COMM 822: Children and Media  COMM 853: Corporate Communication  COMM 881: Special Topics  COMM 900: Culture of Cyberspace</p> <p><b><u>PRODUCTION ELECTIVES</u> (6 hours- 2 courses)</b></p> <p>COMM 876: Online Media  COMM 881: Special Topics  COMM 882: Simulation and Games</p> <p><b><u>DISSERTATION</u> (12 hours)</b></p>	<p><b><u>RESEARCH CORE</u> (12 hours- 4 courses)</b></p> <p>COMM 800: Comm Research Statistics  COMM 825: Quantitative Methods Comm Research  COMM 828: Qualitative Methods Comm Research  COMM 910: Advanced Doctoral Research</p> <p><b><u>THEORY &amp; CULTURE CORE</u> (9 hours- 3 courses)</b></p> <p>COMM 801: Ideas That Shape Media  COMM 815: Teaching Comm Media  COMM 857: Doctoral Seminar in Communication</p> <p><b><u>PRODUCTION CORE</u> (12 hours- 4 courses)</b></p> <p>COMM 830: Media Preproduction  COMM 832: Media Production  COMM 832: Media Production  COMM 846: Instructional Media Solutions</p> <p><b><u>ELECTIVES</u> (15 hours- 5 courses)</b></p> <p>COMM 812: Media Ethics  COMM 814: Crisis Communication  COMM 818: Media Criticism  COMM 822: Children and Media  COMM 853: Corporate Communication  COMM 876: Online Media  COMM 881: Special Topics  COMM 882: Simulation &amp; Games  COMM 900: Culture of Cyberspace</p> <p><b><u>DISSERTATION</u> (12 hours)</b></p>

### 3. DEPARTMENT OF EMPLOYMENT AND LABOR RELATIONS

#### A. PROGRAM REVISION

**Degree:** M.A. in Employment and Labor Relations

**Rationale:**

The program has used the Graduate School GPA requirements for several years. The Graduate Catalog did not reflect this change. The Department is putting this program revision through to officially correct the graduate handbook. The ELR Department uses minimum GPA requirements of 2.6 (for students who have graduated in the past 5 years) and a GPA of 2.4 (for those student who have graduated beyond 5 years).

Current Admissions Criteria	Proposed Changes
<ol style="list-style-type: none"><li>1. Bachelor's degree from an accredited institution of higher learning.</li><li>2. Minimum QPA of <b>3.0</b> if graduated with a B.S. or B.A. within five years of the application date. If the bachelor's degree is older than five years, the minimum QPA required is <b>2.6</b>.</li><li>3. Evidence of course work in statistics and research methodology and design.</li><li>4. Two letters of recommendation. If bachelor's degree was earned within five years, at least one letter must be from a faculty member or the dean/director of undergraduate program. If degree is older than five years, both letters must be from employers or professional colleagues. Personal letters of recommendation are not acceptable.</li><li>5. Satisfactory professional essay (minimum of two typewritten pages) to include a description of:</li></ol>	<ol style="list-style-type: none"><li>1. Bachelor's degree from an accredited institution of higher learning.</li><li>2. Minimum QPA of <b>2.6</b> if graduated with a B.S. or B.A. within five years of the application date. If the bachelor's degree is older than five years, the minimum QPA required is <b>2.4</b>.</li><li>3. Evidence of course work in statistics and research methodology and design.</li><li>4. Two letters of recommendation. If bachelor's degree was earned within five years, at least one letter must be from a faculty member or the dean/director of undergraduate program. If degree is older than five years, both letters must be from employers or professional colleagues. Personal letters of recommendation are not acceptable.</li><li>5. Satisfactory professional essay (minimum of two typewritten pages) to include a description of:</li></ol>

**FOR INFORMATION:****1. The following were approved by the UWGC to be offered as distance education courses:**

NURS 744: Advanced Nursing Roles

ELR 580: Introduction to Negotiations and Conflict Resolution

**Appendix D**  
**Research Committee**  
**Chair Sciulli**

**FOR INFORMATION:**

The University Senate Research Committee met on February 14, 2017. The first part of the meeting was devoted to committee business, while the latter reviewed small grant proposals. There were 21 USRC small grant proposals. The decision was made to fund 17 proposals totaling \$18,089.41.

The USRC funded projects by:

- Dr. Francis Allard
- Dr. Mimi Benjamin
- Dr. Roger Briscoe
- Dr. William Chadwick
- Dr. Rita Drapkin
- Dr. John Ford
- Dr. Steven Hovan
- Dr. Steven Jackson
- Dr. Daniel Lee
- Dr. John Wesley Lowery
- Dr. Crystal Machado
- Dr. Katrina Miller
- Dr. John Mueller
- Dr. Jennifer Perillo
- Dr. Amanda Poole
- Dr. Lisa Sciulli
- Dr. Jason Worzbyt

The next meeting is Tuesday, March 21, 2017, at 3:30pm, 101 Stright Hall.

**Appendix E**  
**Student Affairs Committee**  
**Chair Stocker**

**FOR ACTION:**

**Preferred First Name Policy:**

**1. PURPOSE:**

Indiana University of Pennsylvania (IUP) has established this policy that allows students, faculty, staff, and alumni to indicate their preferred first names to the University community even if they have not legally changed first name. The use of a preferred first name does not change the legal name on IUP's records.

**2. POLICY:**

Upon written request by the individual, a preferred first name will be used instead of the person's legal first name in select University-related systems and documents. The legal name will be used in all University-related systems and documents related to official University records, a sample of which is listed below.

An individual is permitted to make one preferred first name request. Extenuating circumstances will be addressed on a case-by-case basis. The University reserves the right to suspend the individual's privilege to update their preferred first name.

This policy may be modified, changed, altered, or rescinded at the discretion of IUP.

Preferred first name requests will be denied or revoked when the name is deemed inappropriate including, but not limited to avoiding a legal obligation, fraud, obscene/offensive language, or misrepresentation.

**3. DEFINITIONS:**

A. Preferred First Name: A preferred first name is defined as an alternative to the individual's legal name as designated by the individual in university systems. This is a name the individual prefers to be used within the IUP community. These may include individuals who prefer to use:

- a middle name or nickname instead of a first name;
- an anglicized name;
- a name to which the individual is in the process of legally changing; or
- a name that better represents the individual's gender identity.

Preferred first names will be used in the following systems and records, a sample of which is listed below, but not limited to the following:

- |   |  |
|---|--|
| • Student or Employee Identification Cards (I-Cards)                  | • Housing rosters  |
| • Online Find People directory  | • Press releases   |
| • Official email display name   | • Alumni mailings & invitations  |
| • Class and grade rosters (for students and employees taking courses) | • Alumni class notes   |
| • D2L   | • Commencement booklet and line-up card (announced name at commencement) |
| • MyIUP   | • Other venues, as appropriate   |
| • Crimson Connect   |  |

- B. Legal Name: A person's legal name is the name used for official governmental documents, such as licenses, passports, and tax forms. Also commonly known as given name, this is the name that is officially recorded in University systems and documents. This name can only be changed by IUP following submission of appropriate legal documentation.

Legal names will continue to be used where there is a University business or legal need. This includes but is not limited to the following:

- Legal Documents and reports produced by the University
- Student account statements (bills)
- Financial aid and scholarship documents
- Transcripts
- Diplomas
- Enrollment & degree verifications
- Alumni tax receipts & gift agreements
- Employment documents and verifications
- Payroll documents such as paychecks, W2s
- Employee Self Service portal (ESS)

#### **4. PROCEDURES:**

- A. Students: Students requesting a preferred first name should complete a Preferred First Name Request form with the Office of the Registrar. The student will be notified of the status of their request within 10 business days.
- B. Employees: Employees requesting a preferred first name should complete a Preferred First Name Request form with the Office of Human Resources. The employee will be notified of the status of their request within 10 business days.
- C. Alumni: Alumni requesting a preferred first name must complete a Preferred First Name Request form with the Office of Alumni Relations. The alumnus will be notified of the status of their request within 10 business days.
- D. Appeal Process: Anyone who feels their preferred first name change was denied inappropriately may file an appeal with the Office of Social Equity.
- E. Fee associated with issuance of a new I-card under this policy will be waived one time for each individual. This policy does not apply to the waiver of fees associated with the replacement of lost I-cards. The applicant's existing I-card must be shown, at the I-card office, as part of the preferred name change process.

#### **5. RECISION:**

This policy will not be rescinded or modified except by action of the IUP President, following consultation with the University Senate, and in accordance with University Senate By-Laws and Constitution.

#### **6. PUBLICATIONS STATEMENT:**

The IUP Office of Social Equity will publicize and transmit this policy annually to all members of the University community.

#### **7. DISTRIBUTION:**

<u>Code</u>	<u>Description</u>
A	All Employees All Students

## FOR INFORMATION:

### Preferred First Name Frequently Asked Questions (FAQs)

IUP recognizes that many individuals prefer to use first names other than their legal names to identify themselves. As long as the use of this preferred first name is not for the purpose of misrepresentation, the university acknowledges that a preferred first name can be used where possible in the course of university business.

- Can any member of the Indiana University of Pennsylvania (IUP) community designate a preferred first name?
  - Any student, faculty, staff or alumni may choose to set a preferred first name.
- How do I request a preferred first name?
  - An on-line form is available from the appropriate office to update your record.
  - Students can access the form on the Office of the Registrar's website.
  - Employees can access the form on the Office of Human Resources website.
  - Alumni can access the form on the Office of Alumni Relations website.
- May I set my preferred first name to whatever I want?
  - Yes, however, the University reserves the right to deny any request that it deems inappropriate including, but not limited to, avoiding a legal obligation, fraud, obscene language, or misrepresentation.
- How many times may I change my preferred first name?
  - You may change your preferred first name once.
- May I use my preferred first name for everything at IUP?
  - Your preferred first name will be used except where the use of the legal name is required by University business or legal need.
- How is my preferred first name used on campus?
  - Your preferred first name will be used on your I-card, MyIUP and the on-line directory. Students' preferred first name will also show on D2L and class rosters, on Crimson Connect, the Commencement booklet and line-up card.
  - Your legal name will remain on your academic/enrollment record, transcript, diploma, and financial/payroll record (and other places where your legal name is required to be used by the University).
- How can I get my preferred first name on my I-Card?
  - Within 10 business days, you will be notified by the appropriate office that your preferred first name request has been processed. You can then contact the I-Card office in the Hadley Union Building.
  - The applicant's existing I-card must be shown at the I-Card office. A one-time waiver of the replacement fee will be allowed as part of the preferred name change process. The fee waiver does not apply to the replacement of lost I-Cards.
- Which name will the University use in news releases, official social media and the University's website?



- Your preferred first name, as you list on your hometown information form, will be used to share information about your activities, awards or accomplishments. If you have questions, please contact the Office of Communications and Marketing.
- Will my preferred first name be announced at Commencement?
  - Yes! Your preferred first name will be announced.
- Who will have access to my legal name once my preferred first name is changed?
  - Administrative staff and Public Safety employees will have access to both your legal and preferred first name.
- How do I change my legal name on my IUP record?
  - Students should contact the Office of the Registrar.
  - All employees, including student employees, should contact the Payroll Office.
- What do I do if my preferred first name request is denied?
  - Anyone who feels their preferred first name request was denied inappropriately may file an appeal with the Office of Social Equity



## PREFERRED FIRST NAME REQUEST

To request a preferred first name, complete this form. It should be submitted to the applicable office noted:

Students – Office of the Registrar; 300 Clark Hall; [registrars-office@iup.edu](mailto:registrars-office@iup.edu)

Faculty and Staff – Office of Human Resources; G-8 Sutton Hall; [human-resources@iup.edu](mailto:human-resources@iup.edu)

Alumni – Advancement Services; G30 Sutton Hall; [advancement-services@iup.edu](mailto:advancement-services@iup.edu)

The use of a preferred first name will be utilized except where the use of the legal name is required by University business or legal need. Such examples include but are not limited to transcripts, financial aid, billing/payroll, ESS, enrollment certifications, and diplomas. Within 10 business days you will receive a notification from the applicable office that your request has been processed.

A new I-Card can be obtained at that time. The \$15 replacement fee will be waived one time. This policy does not apply to the waiver of fees associated with the replacement of lost I-Cards. The applicant's existing I-Card must be shown at the I-Card office, as part of the preferred name change process.

---

Legal Name: \_\_\_\_\_  
Last Name First Name MI

Preferred First Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
First Name Only

Banner ID: @ \_\_\_\_\_

IUP Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Other Email: \_\_\_\_\_

Signature: \_\_\_\_\_  
REQUIRED \_\_\_\_\_  
Date

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Disclaimer: Pursuant to University policy, inappropriate use of the preferred name, including but not limited to misrepresentation or attempting to avoid legal obligation, may be cause for denying the request.

Appendix F  
University Development and Finance Committee  
Chair Wick

**FOR ACTION:**

**Proposed Five-Year Priority Spending Plan  
Indiana University of Pennsylvania**

The following is the proposed five-year project funding priority order of commonwealth capital projects for IUP:

**Proposed 2016-17**

Replacement of Weyandt and Walsh Halls—Phase I Construction

***Note:*** *2015-16 Replacement of Weyandt and Walsh Halls – Design (Funding Has Not Yet Been Released)*

**Proposed 2017-18**

Replacement of Weyandt and Walsh Halls—Phase II Construction  
Replacement of Weyandt and Walsh Halls - Original Furnishings and Equipment (OF & E)  
Demolition of Foster Hall for a Proposed Academic Commons Building

**Proposed 2018-19**

No IUP Appropriation

**Proposed 2019-20**

No IUP Appropriation

**Proposed 2020-21**

No IUP Appropriation

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Proposal Accepted and Voted upon by the Development & Finance Committee

**Appendix G**  
**Noncredit Committee**  
**Chair O'Neil**

**FOR INFORMATION:**

**February 14, 2017**

COMMITTEE MEMBERS PRESENT: Jeff Santicola, Marcy Rearick, Tim Mack, Sudipta Majumdar, Melanie Duncan.

Excused: Therese D. O'Neil

Interview: Cory Shay, Director

**Founded:**

- Veterans Affairs combined with Military resource center last year under the umbrella of Military Resources Center
  - Students were being sent back and forth between two offices, this combined everything in one location

The center was unofficially formed in January of 2014. The official opening was in April of 2014 and Cory was hired in May of 2014.

**Population they serve:**

- recently discharged veterans
- national guard (current)
- spouses and children

IUP has the third largest student population using GI benefits (516) in PA Cal U at 407

**There are six types GI Benefits** – the center's goal is processing benefits, trouble shooting and answering questions

Chapter 33 – tuition and fees are paid directly to the school 40-100% (post 9/11 bill) (36 months entitlement, with option of additional 12 months)

61606 reserve national guard – monthly balances

Chapter 35 – dependents – spouse or child of veteran

Chapter 30 – active duty

Chapter 33 – Frye scholarship – child of any soldier killed in Afghanistan or Iraq – 100% rate

Chapter 31 – vocational rehab

Chapter 33+ 31 – 81 months combined benefits if used together

VA audits them once a year (with over 300 GI bills served) in terms of benefits (typically happens around end of March)

- Center's services - 50% benefits/50% support
  - Activity duty getting called up in the middle of the semester
  - Navigating the college and who they need to talk to
  - Space for students to interact and study
  - Student Vet organization and Veterans day events

#### **Students Served:**

- many of students are non-traditional
- national guard reserve tend to be more traditional
- most students are commuters – surveying students that they serve

Veterans outreach group (VOG) – people identified in major departments around campus

ROTC program separate from this office, but they work together

- Cory serves as the Community Liaison - Indiana Country Veterans Service Board, Co-Chair My VA Butler Community Board, NAPSA Region Veterans Knowledge Council  
\*health, sickness of family, deployments, active duty (mitigating circumstances)– don't have to pay back benefits

- Currently have an endowment, but not scholarship – emergency fund for students
  - Eventually they would like to offer scholarships to dependents or those who are not completely covered

#### **Numbers Served:**

- 516 served with GI Benefits fall 2016
- 822 military affiliated students in fall 2016
  - 8% - enrolled in masters
  - 3% - enrolled in doctorate
- May 2014 – implemented tracking improvements by working with institutional research and admissions
  - List comes from admissions directly based on codes
  - Office codes based off of when they come in to use benefits
  - If they don't self-identify then they won't know
- Fall 2013 – 516

#### **Outreach and Working with Other Universities:**

- Reach out to students based on admissions list at the beginning of the semester
  - Winter warm up and MY IUP
- Collaborate with other centers around PA
  - PASSHE veterans network

- Works with other universities
  - Feb 24<sup>th</sup> – Harrisburg national guard convention
  - Pitt – works with other universities outside of the PASSHE system
- Criminology program is the top program for veterans at IUP
- GI Benefits retention (95.8%) 2016, slightly better than PASSHE (80-90%) (cohort model)
- Career services – resume workshop to translate military language to non-military language
- Happy with support from temp- 9 month funding to full 12 month funding
- \$5,000 in funding from VA and VA work study (5 students) pays for all the students (up to 25 hours a week during semester and 40 hours over breaks)
- Assisting students and mentoring
- No cost to IUP
- Prior Assessment of Non-Credit for Knowledge Skills - 12-18 month timeline to see this happen
- KSA – Knowledge, Skills, and Abilities
- 87 spouses being served by Extend Studies – MY CAA (Since July 1st)
- Certified medical technologist
- 100% online AA and BA in General Studies programs starting January/July
- How can Senate help the Military Resources Center
- Competitive to Veterans, Offering more credit transfers for military training

**Appendix H**  
**Library and Education Services Committee**  
**Chair McLaughlin**

**FOR ACTION:**

**1. IUP Acceptable Use of IT Resources Policy**

**Proposed Changes to the IUP Acceptable Use of IT Resources Policy**  
**2016-17**

**IT Acceptable Use Policy**

**Purpose**

This policy addresses the use of information technology resources (IT resources) at Indiana University of Pennsylvania (“the university”). IT resources are intended to support the university’s instructional, research, and administrative operations.

**Scope**

This policy applies to all users of IT resources owned or operated by Indiana University of Pennsylvania. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment or connecting resources.

**Objective**

The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university’s mission and institutional goals.

**Policy**

Use of the university’s IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly and follow the university’s policies and any applicable laws related to the use of IT resources. This policy provides regulations to assure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning, and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university-owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order, investigatory process, or in response to a request authorized under Pennsylvania’s Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the university may also be viewed by technical staff working to resolve technical issues.

**Definitions**

For the purposes of the IUP Acceptable Use of IT Resources Policy (AUP), IT resources include the University computer network, all University-owned devices and all University-

provided software systems regardless of what computer network is being used. This is inclusive of all content transmitted over the University computer network by any device regardless of ownership.

Information Technology (IT) resources include, but are not limited to, all university-owned or -operated hardware, software, computing equipment, systems, networks, programs, personal data assistants, cellular phones, fax, telephone, storage devices, cable television, input/output, connecting devices via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic device issued by the university. IT resources include all electronic media, voice, video conferencing and video networks, electronic mail, and related mediums such as blogs, wikis, websites, and electronic records stored on servers and systems.

## **Responsibilities**

### **Responsibilities of Users of IT Resources**

- Respect the intellectual property of authors, contributors, and publishers in all media.
- Protect user identification, password information, and the system from unauthorized use.
- Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.
- Comply with federal, state, and local laws, relevant university personal conduct regulations, and the terms and conditions of applicable collective bargaining agreements. Applicable laws include, but are not limited to, those regulating copyright infringement, copyright fair use, libel, slander, and harassment.
- Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility at all times when utilizing IT resources, and respect the large, diverse community utilizing these resources in a shared manner.
- Understand the appropriate use of assigned IT resources, including the computer, network address or port, software, and hardware.
- Comply with the university's Use of E-mail as an Official Means of Communication Policy. Electronic mail should never be considered an appropriate tool for confidential communication. Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content can be revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered due to a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.

### **Prohibited Uses of IT Resources**

- Providing false or misleading information to obtain or use a university computing account or other IT resources.



- Unauthorized use of another user's account and attempting to capture or guess passwords of another user.
- Attempting to gain or gaining unauthorized access to IT resources, or to the files of another user. Attempting to access restricted portions of the network, an operating system, security software, or other administrative applications without authorization by the system owner or administrator.
- Interfering with the normal operation, proper functioning, security mechanisms, or integrity of IT resources.
- Use of IT resources to transmit abusive, threatening, or harassing material.
- Copyright infringement, including illegal sharing of video, audio, software, or data.
- Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users. This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The university reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
- Intentionally or knowingly installing, executing, or providing to another a program or file on any of the IT resources that could result in the damage to any file, system, or network. This includes, but is not limited to computer viruses, trojan horses, worms, spyware, or other malicious programs or files.

## **Procedures**

Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the director of Public Safety (chief of campus police) for official action.

Non-statutory violations of the Acceptable Use Policy, such as "excessive use," may be reported to the chief information officer, the associate vice president for Human Resources, the Office of Student Conduct, and/or the director of Public Safety (chief of campus police).

A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state or federal laws.

The University Senate—via the Library and Educational Services Committee—is responsible for recommending the university's Acceptable Use Policy. Questions regarding the applicability, violation of the policy, or appropriate access to information should be referred to the chief information officer.

## **Rescission**

- Computing Resources Policy
- Computer Software Policy
- E-mail Privacy Policy

**Publications Statement:**

This policy should be published in the following publications:

- Administrative Manual
- Student Handbook
- IUP Catalog
- IUP website

**Distribution**

- All employees
- All students
- All affiliates with access to IT resources at IUP

**Appendix I**  
**Presidential Athletic Advisory Council**  
**Senator Castle**

**FOR INFORMATION:**

**Observations from the January 27, 2017 Meeting**

**Welcome and introductions**

**Comments from the PAAC Chair, Dr. Joshua Castle**

-Provided the committee with an update on the progress of the Athletic Strategic Plan. Focus groups have been completed and the strategic plan committee has reviewed the preliminary draft. It is the committee's hope to have an almost final draft completed by March 30<sup>th</sup> for the next PAAC meeting. It is the intention of the committee to bring in an external reviewer to provide feedback on the strategic plan.

**Comments from the President, Michael Driscoll**

-Praised the actions and good citizenship of the Women's Basketball Team for their interaction with Special Olympians at Seton Hill. This praise was echoed by committee member Rod Ruddick for the teams work with the Girl Scouts.

-Discussed the departure of football coach Curt Cignetti to Division I Elon University. President Driscoll praised the success that Coach Cignetti had here at IUP. Coach Cignetti has had a great impact in improving IUP's Football Team both on and off the field.

-Commented on how Coach Tortorella transition to Head Coach has been smooth and feels that IUP Football is still in a good place with him at the helm.

**Comments from the Athletic Director, Steve Roach**

-Further elaborated on the football staffing transition and echoed the accolades of Coach Cignetti.

-Provided an update on the NCAA Grant for Academic Support. This grant is a match grant that IUP secured to hire an athletic academic support personnel. Because of the hiring chill by the university, the athletic department has requested a delay of funding from the NCAA regarding this position. The NCAA has yet to respond about the delay request.

-Samantha Traver presented by-law proposals that were passed at the NCAA Convention in January. A brief discussion on the impact of the changes occurred.

-Samantha Traver also presented the results of the Survey of Athletic Interests and Opportunities that was distributed to incoming freshmen. The data indicates that the athletic department is meeting the interest of our students in terms of the sports that the athletic department sponsors.

**Comments from the Faculty Athletic Representative (FAR), Dr. Jim Racchini**

-Dr. Jim Racchini –Updated the committee that the next conference FAR meeting will be later in the spring.

**Comments from the Vice President of Advancement, Bill Speidl**

-Provided the committee with information regarding the University's Comprehensive Campaign which is in the quiet phase. Stated that the President hosted a retreat that each of the divisions attended. These retreat centered around finding commonalities among the divisions in an effort to be more collaborative in the campaign.

**Comments from Student Athletic Advisory Committee, Katie Miller**

-Informed the committee that SAAC made and distributed over 250 holiday cards.

-Informed the committee that IUP Student athletes raised approximately \$4000 for the Make-a-Wish Foundation.

-Informed the committee on the plan to run a dodge ball tournament this spring semester.

**Presentation by Interim VP for Enrollment Management and Communications, Dr. Patti McCarthy**

-Presented on the current progress for enrollment during the 2017-18 academic year. Fall applications are up 31.1% from this time last year and deposits are up 7.8%.

-Discussed some of the new initiatives that are being implemented to increase enrollment.

-Elaborated on the collaboration that is occurring between enrollment management and the athletic department. The committee discussed this relationship could be further enhanced.